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ABSTRACT

This booklet is intended to assist tutors in helping transitional and low-level adult basic education (ABE) students acquire the language skills required to make a successful adjustment to regular ABE classes. The exercises provided are intended primarily for use in student-tutor learning teams, with students gradually completing greater portions of the exercises on their own as they become increasingly self-directed. The exercises stress vocabulary development, identification and recognition of the functions of subjects and verbs, the difference between sentences and sentence fragments, and subject-verb agreement. The following are among the topics covered in the individual exercises: frequently misspelled words, context clues, synonym groups, nouns, pronouns, adjectives, regular and irregular verbs, identification of sentence fragments, identification of subjects and predicates, and subject-predicate agreement. The exercises provided are written in a variety of formats, giving students an opportunity to learn to handle the types of multiple-choice, short-answer, fill-in-the-blank, matching, puzzle, and true-false exercises that are typically encountered in classsroom situations. A 115-item bibliography concludes the document. (MN)

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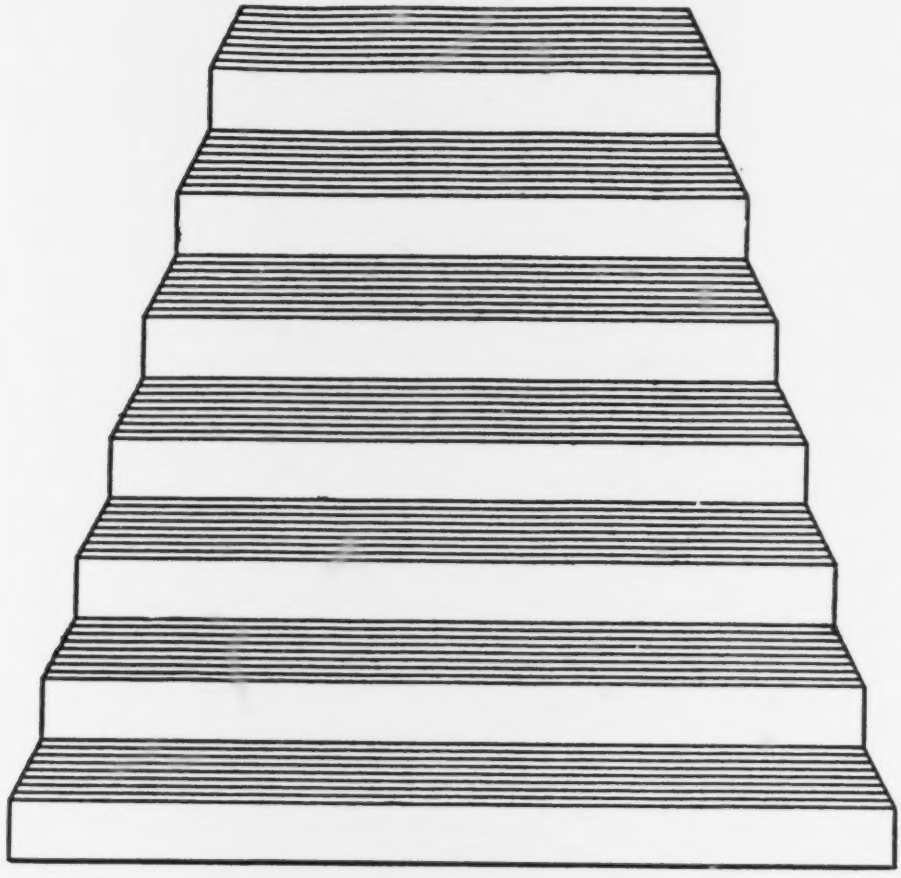

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LANGUAGE READY
EXERCISES

"Ready-Set-ABE"
to ease students' transition into
ABE level studies

by
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June 27, 1987

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LANGUAGE READY
Exercises

"Ready-Set-ABE"

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Language Ready

Exercises

INTRODUCTION

The following booklet contains language exercises we found useful in our Ready-Set-ABE program for transitional literacy/ABE students. Materials utilized were teacher created or adapted from commercially produced exercises (see bibliography).

The exercises were not designed primarily for independent learning but rather for student-tutor learning teams. As students became more self directed some exercises were completed on their own and then reviewed with the tutor.

In order to prepare transitional students for regular ABE classes the following areas of language skills were stressed:

- -vocabulary development
- -identifying and recognizing the functions of subjects and verbs
- -distinguishing complete sentences from sentence fragments
- -subject verb agreement.

With these topics completely or partially mastered the transitional student can gain confidence in a classroom setting while reinforcing the learning that took place 1 on 1 with the tutor.

Much appreciation for assistance on this project goes to instructor, Barbara Goss; and secretary, Ginger Shade; as well as the rest of the Adult Education T.I.U. Center staff.

C.M.

Frequently Misspelled Words

Below is a list of spelling words that many adult students misspell. Use this list to help you avoid spelling errors. If you don't know how to spell a word, and it isn't in this list, look it up in your dictionary to find the correct spelling.

ache
address
among
boots
cinnamon
countries
daughters
enough
foreign
freeze
handkerchief
hospital
laid
meant
meeting
piece
pleasant
probably
program
receive
straight
studying
though
trouble
whether
women
calendar
carnival
aisle
believe
buffalo
business
chasing
cough
February

gymnasium
human
neighbor
separate
sincerely
suppose
sword
again
any
been
blue
break
building
built
buy
Christmas
color
coming
could
cousins
dear
does
done
don't
early
Easter
every
friend
fourth
guess
half
haven't
hear
heard
heavy

here
hour
instead
just
knew
know
making
many
Mrs.
much
none
o'clock
often
once
read
ready
said
Sunday
sure
their
there
they
through
tired
tonight
too
two
used
very
wear
week
where
which
would
write

writing
yesterday
absence
always
answer
attendance
author
banana
busy
can't
choose
curtain
doctor
everybody
forty
guess
Halloween
interested
library
loose
lose
minute
poem
raise
sandwich
shoes
since
sometime
squirrel
steady
story
sugar
summer
tear
traffic

truly
Tuesday
Wednesday
whole
won't
wrote

Adapted from:
Marilyn LaPenta, "Teacher Time Savers," Macmillan Instant Activities Program (New York: Macmillan Publishing Co., Inc., 1983), pp. 54-55.

CONTEXT CLUES

If you see a word you don't know, you can find clues to its meaning by studying the rest of the sentence. This is called using context clues.

Decide on the meaning of the underlined word in the sentences below by studying the context clues. Circle the correct word from the choices that follow.

1. Mark was tired, and his muscles ached from the arduous climb.
   a. straight b. favorite c. difficult

2. The clamorous children hammered, jumped, ran, and played instruments.
   a. noisy b. young c. crowded

3. The spies went behind the wall and bushes to their clandestine meeting.
   a. first b. secret c. dangerous

4. The corrupt mayor had taken bribes and stolen money.
   a. angry b. dishonest c. huge

5. Sheila enunciated each word clearly at the debate.
   a. spoke b. screamed c. whispered

6. The formidable dragon breathed fire between large, sharp teeth.
   a. red b. beautiful c. frightful

7. Lying in a hammock, the indolent man avoided his chores.
   a. hot b. sick c. lazy

8. Joe's explanation was plausible because he told both sides of the story.
   a. silly b. witty c. believable

9. When Evelyn came to the threshold, she smiled before going in.
   a. entrance b. dungeon c. doctor's office

10. After Jason cut the ropes, the horse was unfettered.
    a. killed b. freed c. sold

Adapted from:

Mary Wiemann, "Grammar and Spelling," Macmillan Instant Activities Program (New York: Macmillan Publishing Co., Inc., 1981), p. 93.

Words of the World

News stories about American and world affairs often contain special words and terms. Below is a list of political words and terms that frequently appear in newspapers. Read these terms and the accompanying list of definitions. Then match the words with their correct definitions. Write the letters of the definitions on the lines provided. You may need to use a dictionary to help you.

1.	_____ ally (noun)	a.	independence; self-government
2.	_____detente	b.	skillful bargaining and discussion between representatives of different governments
3.	_____superpower	c.	a group of ideas believed by a government; it includes plans for putting these into action
4.	_____lobby (verb)	d.	referring to the highest level of government officials
5.	_____diplomacy	e.	a group of advisers to a chief executive
6.	_____summit	f.	the act of making laws or putting them into effect
7.	_____Cabinet	g.	an easing of international tensions
8.	_____legislation	h.	to try to convince lawmakers to vote in a certain way
9.	_____autonomy	i.	a country that is friendly to another, usually through formal agreement
10.	_____ideology	j.	a nation important enough to affect the acts and decisions of other nations

Adapted from:

Carol Goldman, "Current Events," Macmillan Instant Activities Program (New York: Macmillan Publishing Co., Inc., 1986), p. 70.

Directions:
Study each pair of sentences. Decide how the underlined word is used in each sentence. Identify each underlined word as either a noun or a verb. Then read the question. Answer it by writing A or B on the line following the question.

A. I decided to patch the hole in my pants with an iron-on piece of cloth._____

B. We grew large red tomatoes in our vegetable patch last summer._____

1. In which sentence does the word patch mean "a small piece of ground"?_____

A. The car went off the road and became stuck in the soft shoulder._____

B. The fire fighters had to shoulder their way through the crowd._____

2. In which sentence does the word shoulder mean "push"?_____

A. This ball-point pen will write in four different colors._____

B. The ranchers will pen the cattle until it's roundup time._____

3. In which sentence does the word pen mean "fence in"?_____

A. The cheerleaders will go to the game to root for the team. _____

B. The soil must be packed around the root or the plant will die._____

4. In which sentence does the word root mean "cheer"?_____

A. We will wire you as soon as the airplane lands to let you know we arrived safely._____

B. The telephone wire was knocked down during the terrible windstorm._____

5. In which sentence does the word wire mean "long, thin piece of metal"?

A. The Redskins beat the Giants in the football game._____

B. The police officer's beat covers several city blocks._____

6. In which sentence does the word beat mean "won over"?_____

A. John found it wasn't easy to break a wild horse._____

B. The basketball coach told the team to take a short break._____

7. In which sentence does the word break mean "train to obey"?_____

A. The shed in our backyard needs to be repaired._____

B. Snakes shed their skins when they have outgrown them._____

8. In which sentence does the word shed mean "slip out of"?_____

Adapted from:
Ethel S. Maney and Anne F. Kroehler, New Reading-Thinking Skills (Elizabethtown, PA: The Continental Press, Inc., 1962), p. 3.

A More Exact Word

Directions: The word <u>said</u> is used correctly in each sentence. However, a more exact word would add interest, color, and a clearer meaning to the sentence. The 12 words listed below can all be substituted for the word <u>said</u>. For each sentence, find that substitution and write it above the word <u>said</u> in the sentence. Use each word only once. After you have made the change, read the sentence carefully to be certain your choice makes logical sense.

groaned	*pledged*	*demanded*	*bellowed*
confessed	*shrieked*	*gasped*	*declared*
prompted	*advised*	*cautioned*	*muttered*

1. "A water moccasin!" said Grace to her friends who were wading nearby.
2. "I always get the blame," said Butch low enough so that Mr. Little could not hear.
3. "You will gain more speed if you practice keeping your head lower in the water," said the swimming coach.
4. "I did it!" said Mike sinking on the grass after his second trip around the track.
5. "You are taking a chance by trying to cross this bridge with all this weight," said the trooper as he stopped the driver of the stone truck.
6. "There should be something that you could do to help this miserable pain in my leg," said Mrs. Bender to her doctor.
7. "You'll regret it if you ever shame me again with that kind of marching!" said the red-faced captain as his men stood at attention.
8. "Mark Twain," said Miss Gates when Henry forget who wrote the book about which he was reporting.
9. "You must give me enough time to deny fully that story," said the treasurer as he stood before the club members.
10. "I really am the one to blame for the damage," said that driver of the stalled car.
11. "Without a doubt you are the most annoying tease that I have ever known!" said Mrs. Singer with a twinkle in her eyes.
12. "You will have your money in another week as I promised you," said Mr. Rush.

Adapted from:
Ethel S. Maney, <u>Reading-Thinking Skills</u> (Elizabethtown, PA: The Continental Press, Inc., 1962), p. 3.

Adding Color

Good writers help us to enjoy not only their ideas but also the sights, the feelings, the tastes, and the smells they experience. Often writers do this by comparing. They use the words AS and LIKE to compare. For example, to explain that a cave was very cold, the writer might state that the cave was as cold as ice. This comparison would help us to understand just how cold the cave was because all of us have felt the coldness of ice. Comparisons which use AS or LIKE are called similes.

Below is a list of unfinished comparisons or similes. You will also find a list of ideas that will complete each simile. Choose the idea that will fit best with the underlined word in the simile. Use each idea only once.

1. As furious as _____
2. As clever as _____
3. As graceful as _____
4. As noisy as _____
5. As crooked as _____
6. As curious as _____
7. As pale as _____
8. As frantic as _____
9. As awkward as _____
10. As scarce as _____
11. As ridiculous as _____
12. As loyal as _____
13. As immense as _____
14. As stiff as _____
15. As cautious as _____
16. As serious as _____
17. As annoying as _____
18. As courageous as _____
19. As rough as _____
20. As wrinkled as _____
21. As wriggly as _____
22. As tangled as _____
23. As precious as _____
24. As contented as _____

moonlight	a fireman making a rescue	a woodland brook
your last dollar	silence at a church picnic	a leaping deer
running backwards	a moth in a wool blanket	a jet takeoff
a Seeing-Eye dog	a monkey with a mirror	a magician
a starched collar	a driver passing a policeman	outer space
a sermon	a worm on a fishhook	screeching chalk
a dried plum	a threatened wasp	a nail file
a lost child	coming down a ladder headfirst	two creeping vines

Think of an idea to complete each of these comparions or similes. Write your idea on the line provided.

a. As astonished as _____
b. As calm as _____
c. As difficult as _____
d. As idle as _____
e. As safe as _____
f. As stern as _____

Adapted from:
Ethel S. Maney, Reading-Thinking Skills (Elizabethtown, PA: The Continental Press, Inc., 1962), p. 11.

USING THE CONTEXT

Scotland Yard, headquarters of the Metropolitan Police Force of London, England, got its name from an ancient building once used as the headquarters. (1).....a palace for (2)..... Scottish kings during the 1100's, it became the police headquarters in 1662. Today, the headquarters has been moved to a new Scotland Yard near Westminster Abbey.

1. (A) Universally (B) Predominantly (C) Originally (D) Ultimately

2. (A) demanding (B) burgeoning (C) misleading (D) visiting

The three-mile international limit was set because this was the distance a cannon could fire. It was felt that no (3)..... should possess more of the sea than it could (4) ..... . Although cannons today fire much farther, many nations still observe the three-mile limit.

3. (A) cannon (B) nation (C) treaty (D) limit

4. (A) manipulate (B) share (C) protect (D) invest

People in the Buffalo, New York, area can have pizzas delivered by helicopter. A drive-in restaurant will provide fly-in service with the (5)..... landing in the customer's yard. A 12-inch pizza costs $152.89, with anchovies costing a dollar more. (6)..... pies are $2 each up to 300 pounds per trip.

5. (A) hydrofoil (B) steamroller (C) parachute (D) helicopter

6. (A) Edible (B) Additional (C) Soggy (D) Rancid

"England" is short for "Angle Land." After the decline of Roman rule in England, the country was invaded by the Angles from the mainland of Europe. They were West Germanic people who (7)..... from Schleswig in the fifth century A.D. When they took over parts of (8)..... , the country became known as "Angle Land."

7. (A) advanced (B) marched (C) migrated (D) swam

8. (B) Germany (B) Rome (C) England (D) Europe

In the desert in Cabazon, California, stands an enormous dinosaur. It looks like a brontosaurus, the largest animal ever known on earth. It is three times (9)..... than a real brontosaurus and is (10)..... of concrete. People can step inside the monster's body and visit a museum.

9. (A) smaller (B) larger (C) faster (D) lighter

10. (A) full (B) devoid (C) suspicious (D) made

Context Clues (continued)

Deborah Sampson, America's first woman soldier, joined the Fourth Massachusetts (Foot) Regiment as "Robert Shurtleff." Since "Robert" had no beard, she was nicknamed the "Blooming Boy." Her features were rather masculine, and she was tall and strong, so no one suspected her identity. Deborah was among the (11)..... who won the (12)..... at Yorktown.

11. (A) knights (B) attackers (C) barbarians (D) spectators

12. (A) annihilation (B) debacle (C) rebuff (D) victory

What takes thirty people four years to paint? It's the Golden Gate Bridge in San Francisco, California. This bridge, (13) ..... in 1933, has an over-all length of 9,266 feet. No wonder that when the (14)..... is finished at one end, work must be started over again at the other.

13. (A) covered (B) demolished (C) discussed (D) built

14. (A) hammering (B) serving (C) painting (D) preaching

When a person voluntarily confesses participation in a criminal act, that person is said to "turn state's evidence." This is the evidence produced by the government in criminal prosecutions. The person, in effect, thus becomes a witness for the state in (15)..... for (16)..... treatment.

15. (A) explanation (B) exchange (C) preparation (D) payment

16. (A) cruel (B) inhuman (C) lenient (D) pitiful

A junior high school in Ohio has a "homework machine." It helps parents check on assignments for various classes. Students can no longer claim they don't have any homework or that they forgot the (17)..... . Parents are free to call the school and get a (18) ..... message about the homework.

17. (A) textbook (B) detention (C) assignment (D) classmates

18. (A) personal (B) written (C) confidential (D) recorded

Margarine was invented by a French chemist to take the place of (19)..... . In America, the average person uses twice as much margarine as butter. In France? The French would not think of (20)..... without butter. The average person there uses four times as much butter as margarine!

19. (A) yeast (B) milk (C) cheese (D) butter

20. (A) selling (B) coloring (C) cooking (D) walking

Directions: Study each pair of sentences. Decide how the underlined word is used in each sentence. Identify each underlined word as either a noun or a verb. Then read the question. Answer it by writing A or B on the line following the question.

A. We watched the sailboat drift down stream. _____

B. The drift of snow was piled high outside the cabin door. _____

1. In which sentence does the word drift mean "being carried along"? _____

A. It was Ann's job to feed the racehorse and keep its stall clean. _____

B. The person at the gas station found the loose wire that made our car stall. _____

2. In which sentence does the word stall mean "stop"? _____

A. We had to check the whole house before we found the car keys. _____

B. I'll write a check to pay for the new rug. _____

3. In which sentence does the word check mean "search"? _____

A. The Miller family took the young children to rear as their own. _____

B. The driver asked us to step to the rear of the crowded bus. _____

4. In which sentence does the word rear mean "care for"? _____

A. Our doctor says it is better to use just a little salt to season our food. _____

B. Before baseball season is over, it's time for football to begin. _____

5. In which sentence does the word season mean "time of the year"?

A. The enemy quickly obeyed the captain's order to throw down their guns. _____

B. Let's stop here and order a milkshake. _____

6. In which sentence does the word order mean "ask for"?

A. How much change is left from the ten-dollar bill I gave you? _____

B. Quickly change into your suits and we'll go for a swim. _____

7. In which sentence does the word change mean "money"? _____

A. The turkey's loud gobble awakened the other birds. _____

B. I wish you wouldn't gobble your food. _____

8. In which sentence does the word gobble mean "eat in a hurry"?

Adapted from:
Ethel S. Maney and Anne F.Kroehler, New Reading-thinking Skills (Elizabethtown, PA: The Continental Press, Inc., 1962), p. 5.

SYNONYM GROUPS (Nouns)

DIRECTIONS: All words under the sentence have the same meaning as the underlined word except one. Cross it out and write it under the group where it belongs. The first one has been done as an example.

1. The argument did not last long.

   quarrel
   spat
   ~~excursion~~
   disagreement
   dispute
   squabble

2. We expect a very large crowd.

   mob
   stipend
   throng
   horde
   multitude
   aggregation

3. The beginner was rather clumsy.

   amateur
   rookie
   greenhorn
   controversy
   apprentice
   neophyte

4. Medicines helped to ease the pain.

   suffering
   agony
   swarm
   distress
   misery
   anguish

5. We are ready to begin the trip.

   journey
   expedition
   jaunt
   safari
   trek
   flair

   excursion

6. He receives his pay on Fridays.

   wages
   salary
   earnings
   compensation
   remuneration
   torment

7. The noise gave me a headache.

   loudness
   din
   turmoil
   clamor
   novice
   hubbub

8. Their talent for cooking is amazing.

   skill
   ability
   enmity
   knack
   genius
   aptitude

9. There is too much hatred between us.

   malice
   animosity
   tumult
   rancor
   contempt
   hostility

Adapted from:
Richard C. Thomas, Hayes Activities for Vocabulary Building (Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1971), p. 1.

SYNONYM GROUPS (Nouns)

DIRECTIONS: All words under the sentence have the same meaning as the underlined word except one. Cross it out and write it under the group where it belongs.

10. Nobody wanted the remainder.

leftovers
excess
epigram
scraps
surplus
residue

_____

11. Was anyone hurt in the fight?

battle
combat
facsimile
conflict
scuffle
melee

_____

12. A new house is being built here.

dwelling
residence
cottage
abode
remnants
mansion

_____

13. It is a copy of an antique car.

imitation
duplicate
reproduction
replica
skirmish

_____

14. The agreement we made is fair.

contract
bargain
domicile
treaty
pact

_____

15. I admire my enemy's courage.

opponent
foe
decree
rival
antagonist

_____

16. It's our duty to obey the law.

rule
statute
pandemonium
regulation
ordinance
edict

_____

17. We escaped during the confusion.

uproar
disorder
bedlam
commotion
adversary
chaos

_____

18. "A penny saved is a penny earned" is a famous saying.

proverb
maxim
adage
covenant
platitude

_____

Adapted from:
Richard C. Thomas, Hayes Activities for Vocabulary Building (Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1971), p. 2.

SYNONYM GROUPS (Nouns)

DIRECTIONS: All words under the sentence have the same meaning as the underlined word except one. Cross it out and write it under the group where it belongs.

19. They had a great desire to go home.

hunger
longing
craving
haven
yen
yearning

_____

20. I am a follower of Senator Corman.

supporter
mishap
booster
advocate
disciple
partisan

_____

21. I think this is a big sham.

phony
imposter
quack
potentate
fraud
mountebank

_____

22. We prevented a serious accident.

disaster
adherent
misfortune
calamity
catastrophe

_____

23. The new king of England was crowned today.

ruler
emperor
monarch
charlatan
sovereign

_____

24. We found safety in a small cave.

shelter
refuge
asylum
sanctuary
overseer

_____

25. We had a very interesting talk.

chat
pinnacle
discussion
conversation
conference
discourse

_____

26. My boss is a very pleasant person.

employer
manager
hankering
director
foreman
supervisor

_____

27. We have finally reached the top.

peak
summit
zenith
acme
parley
apex

_____

Adapted from:
Richard C. Thomas, Hayes Activities for Vocabulary Building (Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1971), p. 3.

SYNONYMS (Nouns)

DIRECTIONS: Four words are given after each sentence. Three of them are synonyms and would complete the meaning of the sentence if placed where the (?) appears. One word, though, does not mean the same as the other three. Circle the word that has the wrong meaning.

1. According to our (?), it is your turn to mow the lawn.
   contract proverb agreement bargain

2. It seems that Roger and Frank have at least one (?) a day.
   excess disagreement squabble spat

3. The doctor swiftly relieved the injured acrobat's (?).
   misery suffering anguish knack

4. The emperor placed his signature and seal on the new (?).
   turmoil statute decree ordinance

5. The (?) I once felt towards him has disappeared entirely.
   hostility facsimile contempt animosity

6. We traveled for more than four months on our exciting (?).
   covenant trek expedition safari

7. There was (?) in the factory when the gas exploded.
   chaos compensation disorder pandemonium

8. She reached the (?) of her profession after years of work.
   zenith pinnacle stipend acme

9. Now we must find a new (?) for the construction project.
   overseer director booster manager

10. My grandparents have a lovely (?) surrounded by trees.
    residence disaster domicile mansion

SYNONYMS (Nouns) - continued

11. There's nothing I like better than a (?) with old friends.
discussion chat conversation commotion

12. I am certain that he is a (?), but I have no proof.
mountebank quack advocate fraud

13. On days like this, I feel a (?) to go hiking in the woods.
longing parley yen hankering

Adapted from:
Richard C. Thomas, Hayes Activities for Vocabulary Building (Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1971), p. 7.

SYNONYM GROUPS (Verbs)

DIRECTIONS: All words under the sentence have the same meaning as the underlined word except one. Cross it out and write it under the group where it belongs. The first one has been done as an example.

1. Their loud talking annoyed everyone.

   disturbed
   bothered
   vexed
   irritated
   ~~flabbergasted~~
   irked

2. The new radio codes confused the pilot.

   puzzled
   rebuked
   bewildered
   baffled
   muddled
   perplexed

3. They were praised for their deeds.

   complimented
   commended
   acclaimed
   lauded
   eulogized
   nettled

4. The clever quarterback tricked our team.

   fooled
   deceived
   misled
   duped
   wańed
   deluded

5. After two hours, the storm lessened.

   dwindled
   declined
   beseeched
   ebbed
   diminished
   abated

6. I was surprised by your rude remarks.

   astonished
   startled
   extolled
   shocked
   astounded
   dumbfounded

   flabbergasted

7. The careless guard was scolded.

   reprimanded
   reviled
   chided
   hoodwinked
   chastised

8. Lisa was ashamed when she dropped the priceless vase.

   disgraced
   mystified
   embarrassed
   humiliated
   chagrined

9. "Save us!" begged the sinking men.

   pleaded
   implored
   mortified
   entreated
   supplicated

Adapted from:
Richard C. Thomas, Hayes Activities for Vocabulary Building (Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1971), p. 8.

SYNONYM GROUPS (Verbs)

DIRECTIONS: All words under the sentence have the same meaning as the underlined word except one. Cross it out and write it under the group where it belongs.

10. I thought I heard someone laugh.

giggle
chuckle
filch
snicker
titter
chortle

_____

11. The thief tried to steal her jewels.

rob
pilfer
oust
swipe
plunder
purloin

_____

12. This will prevent bike riding here.

block
hinder
bar
impede
thwart
venerate

_____

13. Think for awhile before you decide.

consider
meditate
reflect
ponder
obstruct
contemplate

_____

14. We will destroy the enemy fort.

wreck
amass
demolish
ravage
exterminate
obliterate

_____

15. We'll expel them from our club.

banish
eject
exile
rescind
exclude
ostracize

_____

16. The young people worship them.

adore
glorify
revere
idolize
devastate

_____

17. Members voted to cancel the rule.

repel
abolish
revoke
guffaw
nullify

_____

18. Can you gather a stack of old newspapers for the Scout's paper drive?

collect
cogitate
assemble
compile
accumulate

_____

Adapted from:
Richard C. Thomas, Hayes Activities for Vocabulary Building (Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1971), p. 9.

SYNONYM GROUPS (Verbs)

DIRECTIONS: All words under the sentence have the same meaning as the underlined word except one. Cross it out and write it under the group where it belongs.

19. We forbid chewing gum in English class.

disallow
ban
prohibit
succumb
outlaw
veto

20. Suddenly the bridge began to shake.

quake
trudge
shiver
tremble
shudder
quiver

21. You are trying to cheat me.

swindle
fleece
rook
peruse
defraud

22. We saw him walk down the street.

stroll
stride
amble
vibrate
saunter
plod

23. How did you burn the toast!

scorch
deride
kindle
sear
singe
ignite

24. Researchers soon might defeat cancer.

overcome
conquer
subdue
vanquish
quell
victimize

25. Finally, the defeated troops had to surrender.

submit
yield
concede
capitulate
incinerate

26. You shouldn't mock the deaf girl.

taunt
enjoin
jeer
heckle
ridicule

27. Actors must study their lines daily.

examine
inspect
subjugate
scan
scrutinize

Adapted from:
Richard C. Thomas, Hayes Activities for Vocabulary Building (Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1971), p. 10.

SYNONYMS (Verbs)

DIRECTIONS: Four words are given after each sentence. Three of them are synonyms and would complete the meaning of the sentence if placed where the (?) appears. One word, though, does not mean the same as the other three. Circle the word that has the wrong meaning.

1. The young, gritty wrestler refused to (?).
   trudge capitulate yield concede

2. The scouts (?) several truckloads of old newspapers.
   amassed compiled reviled accumulated

3. The girls voted to (?) boys from entering their clubhouse.
   enjoin outlaw prohibit pilfer

4. The gardener is determined to (?) the anthills.
   devastate cogitate exterminate demolish

5. After the howling winds (?), we resumed our journey.
   diminished eulogized abated declined

6. The coach ordered his players not to (?) the opposing team.
   singe heckle taunt jeer

7. The waiter was (?) when he spilled the soup on my head.
   mortified disgraced supplicated chagrined

8. I was so scared, my knees began to (?).
   tremble vibrate titter quake

9. I'm determined to (?) my bad habit of eating between meals.
   overcome vanquish idolize subdue

10. The children (?) their parents to let them stay up later.
    acclaimed implored beseeched entreated

11. The painters were (?) for not cleaning their brushes.
    rebuked chided nettled reprimanded

12. It is extremely difficult to (?) any of their players.
    deceive hoodwink dupe abolish

13. The horse's strange behavior (?) the girls.
    baffled mystified puzzled pondered

Adapted from:
Richard C. Thomas, Hayes Activities for Vocabulary Building (Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1971), p. 14.

SYNONYM GROUPS (Adjectives)

DIRECTIONS: All words under the sentence have the same meaning as the underlined word except one. Cross it out and write it under the group where it belongs. The first one has been done as an example.

1. They said she is a pretty girl.

   lovely
   attractive
   ~~gaunt~~
   beautiful
   gorgeous
   exquisite

2. Bob's father is a skillful juggler.

   expert
   deft
   adept
   competent
   adroit
   placid

3. The lights on the Christmas tree are bright.

   sparkling
   glittering
   brilliant
   clandestine
   dazzling
   scintillating

4. It is very calm in the mountains.

   quiet
   peaceful
   serene
   soothing
   proficient
   tranquil

5. Their shortstop is very thin.

   slim
   lean
   rangy
   garish
   slender
   scrawny

   gaunt

6. We protested the cruel punishment.

   harsh
   egotistic
   savage
   brutal
   uncivilized
   barbaric

7. Then we found a hidden trail.

   secret
   concealed
   veiled
   stunning
   covert
   cryptic

8. I think she is too boastful.

   vain
   cocky
   cordial
   conceited
   arrogant
   pompous

9. That is a very friendly family.

   pleasant
   sociable
   engaging
   genial
   ruthless
   affable

Adapted from:
Richard C. Thomas, Hayes Activities for Vocabulary Building (Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1971), p. 15.

SYNONYM GROUPS (Adjectives)

DIRECTIONS: All words under the sentence have the same meaning as the underlined word except one. Cross it out and write it under the group where it belongs.

10. He told us the water is impure.

polluted
biased
unclean
tainted
contaminated
adulterated

_____

11. Who made that foolish remark?

silly
ridiculous
absurd
astute
nonsensical
ludicrous

_____

12. The constant noise made my head ache.

endless
persistent
hideous
continual
uninterrupted
incessant

_____

13. An ugly creature frightened us.

unsightly
gruesome
chronic
loathsome
repulsive

_____

14. The driver of the car is angry.

furious
enraged
irate
defiled
infuriated

_____

15. Poor losers say umpires are unfair.

unjust
one-sided
partial
preposterous
prejudiced

_____

16. The chef prepared a delicious meal.

tasty
appetizing
luscious
delectable
toothsome
highstrung

_____

17. Your decision is a very wise one.

smart
intelligent
wrathful
sensible
sage
prudent

_____

18. The students are very nervous.

jumpy
impatient
savory
restless
jittery
fidgety

_____

Adapted from:
Richard C. Thomas, Hayes Activities for Vocabulary Building (Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1971), p. 16.

SYNONYM GROUPS (Adjectives)

DIRECTIONS: All words under the sentence have the same meaning as the underlined word except one. Cross it out and write it under the group where it belongs.

19. We rowed through a gloomy swamp.

dreary
cheerless
bleak
dismal
fetid
miserable

20. Susan is such a lively girl.

active
precarious
spirited
peppery
energetic
dynamic

21. The fat man was ordered to diet.

plump
chubby
stout
remiss
portly
obese

22. The old bridge is dangerous.

unsafe
risky
picayune
perilous
hazardous

23. These problems are unimportant.

minor
petty
trivial
trifling
vivacious

24. I escaped from a stinking dungeon.

rotten smelling
rancid
bizarre
putrid
malodorous

25. She often gives unusual answers.

odd
strange
peculiar
abnormal
eccentric
illustrious

26. We welcomed the famous scientist.

well-known
corpulent
noted
celebrated
distinguished
renowned

27. He was fired for being careless.

lax
negligent
somber
reckless
neglectful
slipshod

Adapted from:
Richard C. Thomas, Hayes Activities for Vocabulary Building (Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1971), p. 17.

SYNONYM GROUPS (Adjectives)

DIRECTIONS: All words under the sentence have the same meaning as the underlined word except one. Cross it out and write it under the group where it belongs.

28. Everyone is very grouchy today.

cross
unfriendly
virulent
cranky
ill-tempered
surly

_____

29. The brave youth was honored.

courageous
spunky
heroic
valiant
dauntless
insipid

_____

30. Carry the weak old soldier inside.

helpless
frail
profuse
puny
feeble
infirm

_____

31. Trudy dislikes her dull job.

boring
drab
colorless
squalid
monotonous
humdrum

_____

32. His clothes are torn and dirty.

filthy
soiled
sullen
grimy
sordid
slovenly

_____

33. We destroyed the deadly liquid.

poisonous
toxic
lethal
noxious
ecstatic
venomous

_____

34. The team is happy because they won.

joyous
delighted
elated
jubilant
maniacal
blissful

_____

35. Police captured the crazy killer.

insane
mad
daft
demented
deranged
decrepit

_____

36. Our food supply is plentiful.

ample
abundant
intrepid
bountiful
lavish
copious

_____

Adapted from:
Richard C. Thomas, Hayes Activities for Vocabulary Building (Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1971), p. 18.

SYNONYM GROUPS (Adjectives)

DIRECTIONS: All words under the sentence have the same meaning as the underlined word except one. Cross it out and write it under the group where it belongs.

37. The stubborn boy will not help us.

pigheaded
admirable
balky
mulish
contrary
cantankerous

38. Two strong men carried the log.

powerful
mighty
sturdy
obstinate
burly
potent

39. The worried coach sat on the bench.

anxious
uneasy
tense
fearful
vermilion
fretful

40. The dinner was excellent.

splended
first-rate
superb
ardent
extraordinary

41. Eager supporters cheered the team.

earnest
enthusiastic
zealous
apprehensive
avid

42. Your friend is very polite.

courteous
thoughtful
robust
considerate
gracious

43. Their feats are truly amazing.

unbelievable
fantastic
churlish
remarkable
fabulous
miraculous

44. We ignored the impolite guest.

rude
incredible
insulting
disrespectful
insolent
impudent

45. He is wearing a red jacket.

crimson
ruddy
scarlet
maroon
gallant
carmine

Adapted from:
Richard C. Thomas, Hayes Activities for Vocabulary Building (Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1971), p. 19.

SYNONYM GROUPS (Adjectives)

DIRECTIONS: All words under the sentence have the same meaning as the underlined word except one. Cross it out and write it under the group where it belongs.

46. After the flood, we were poor.

needy
impoverished
melancholy
deprived
poverty-stricken
indigent

47. The smoke makes objects unclear.

dim
hazy
vague
obscure
vile
indistinct

48. Many of the dry plants are dead.

parched
arid
withered
benign
shriveled
dehydrated

49. They were haunted by an evil spirit.

wicked
sinful
corrupt
depraved
nefarious
sere

50. I'm tired after that long hike.

weary
worn-out
winsome
exhausted
spent
fatigued

51. We were sad when our friend left.

dejected
glum
downhearted
depressed
parsimonious
doleful

52. The kind judge pardoned them.

merciful
humane
lenient
haggard
sympathetic
compassionate

53. He is selfish with his money.

stingy
nebulous
miserly
tight
closefisted
niggardly

54. The boys think she is charming.

enchanting
bewitching
captivating
destitute
fascinating
alluring

Adapted from:
Richard C. Thomas, Hayes Activities for Vocabulary Building (Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1971), p. 20.

SYNONYM GROUPS (Adjectives)

55. The big building blocked the wind.

enormous
massive
mammoth
slothful
gigantic
colossal

56. All of us are very sorry.

regretful
remorseful
penitent
rueful
momentous
repentant

57. The clever thief was captured.

sly
contrite
foxy
cunning
crafty
wily

58. His remarks are often funny.

amusing
comical
shrewd
humorous
witty

59. Lazy boys slept under the tree.

idle
indolent
droll
sluggish
shiftless

60. This foul shot is important.

vital
significant
crucial
critical
prodigious

Adapted from:
Richard C. Thomas, Hayes Activities for Vocabulary Building (Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1971), p. 21.

SYNONYMS (Adjectives)

DIRECTIONS: Four words are given after each sentence. Three of them are synonyms and would complete the meaning of the sentence if placed where the (?) appears. One word, though, does not mean the same as the other three. Circle the word that has the wrong meaning.

1. Suddenly a (n) (?) boulder rumbled down the mountainside.
   massive miserable prodigious enormous

2. Proudly, the men demonstrated their (?) invention.
   incredible intrepid fabulous unbelievable

3. We relaxed under a shade tree on a (?) summer afternoon.
   perilous placid soothing peaceful

4. She has not become (?) even though she is rich and famous.
   pompous doleful vain egotistic

5. The boys were (?) when their baseball broke the window.
   slovenly rueful contrite remorseful

6. The apple that the witch handed Snow White looked (?).
   delectable impatient savory appetizing

7. The artist was imprisoned for being (?) to the queen.
   impudent disrespectful clandestine rude

8. The steaks were burned because the cook was (?).
   remiss lax distinguished neglectful

9. Everyone in the audience thinks the actress is (?).
   alluring enchanting trifling fascinating

10. All the new men and women I met at the party were (?).
    sociable cordial sluggish affable

11. The insane, (?) scientist turned the oceans into vinegar.
    vile sinful depraved cantankerous

12. My sister has become a (n) (?) baton twirler.
    expert dehydrated proficient adept

13. The decorations you made for the party were (?).
    gorgeous stunning exquisite unsightly

Adapted from:
Richard C. Thomas, Hayes Activities for Vocabulary Building (Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1971), p. 27.

SYNONYMS (Adjectives)

DIRECTIONS: Four words are given after each sentence. Three of them are synonyms and would complete the meaning of the sentence if placed where the (?) appears. One word, though, does not mean the same as the other three. Circle the word that has the wrong meaning.

1. She spent her entire life trying to help the (?) people.
   poverty-stricken biased destitute impoverished

2. I can't see it because the fog makes everything (?).
   sly dim hazy indistinct

3. The children were (?) when they saw their parents.
   ecstatic precarious delighted blissful

4. Some of the clowns were dressed like (?) firemen.
   toxic obese stout corpulent

5. John was (?) this morning because the car wouldn't start.
   sullen cranky cross spunky

6. When he finished polishing his brand new Thunderbird it was (?).
   brilliant continual glittering sparkling

7. We landed on an island where (?) headhunters lived.
   barbaric miserly savage uncivilized

8. The lemonade is (?) because you put salt in it by mistake.
   adulterated tainted dejected defiled

9. Our pet may be (?), but we still love it very much.
   chronic decrepit feeble puny

10. There are some (?) jokes in this magazine every month.
    humorous minor witty comical

11. The (?) enthusiastic crowd shouted encouragement to the players.
    shriveled dynamic peppery vivacious

12. His next try will be (?) because it is the last chance.
    crucial vital sordid momentous

13. The captain is (?) because his compass is broken.
    apprehensive uneasy contrary anxious

Adapted from:
Richard C. Thomas, Hayes Activities for Vocabulary Building (Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1971), p. 28.

NOUNS - COMMON AND PROPER

DIRECTIONS: For each of the following, identify each as a common noun or a proper noun and then write the appropriate counterpart.

1. girl
2. day
3. Iowa
4. sea
5. John Steinbeck
6. town
7. lake
8. actor
9. king
10. song
11. college
12. church
13. Italy
14. Broadway
15. Uncle George
16. Canadians
17. novelist
18. Santa Claus
19. musicians
20. language
21. teacher
22. Harrisburg
23. holiday
24. Penn State University
25. January
26. river
27. Professor Smith
28. basketball player
29. drugstore
30. park
31. inventory
32. president
33. religion
34. statue
35. poem
36. baseball player
37. THE PEARL
38. Betty Crocker's Cookbook
39. wrestler
40. Mona Lisa

HOW DO YOU TELL THE DIFFERENCE BETWEEN A COMMON AND A PROPER NOUN?

Adapted from:
John E. Warriner and Francis Griffith, English Grammar and Composition (Fourth Course) (New York: Harcourt Brace Jovanovich, Inc., 1977), p. 5.

NOUNS - COMMON AND PROPER

DIRECTIONS: In each of the following sentences below, underline the common nouns and circle the proper nouns.

1. Ellen bought a notebook, a pen, and a pencil.
2. The rangers beat the Hawks.
3. Al belongs to the Bumbling Bowling League.
4. Mexico and Guatemala are on the itinerary.
5. Introduce Harold to Harriet.
6. In this district, the Republicans are winning.
7. The workshop is in the basement.
8. "Don't forget the key," said Dr. Evans.
9. Summer is going to be mild this year.
10. Take the car to Pete's Garage.
11. Mr. Johnson, president of the company, is on a sales trip.
12. His job is one that I would not care to have.
13. This is the town where I was born.
14. The play you saw in New York is here now.
15. This is a can opener that really works well.
16. The dog that I found has been claimed by its owner.
17. Is this the pen that you lost yesterday?
18. The girls whom we met were sophomores.
19. Airline pilots, who often fly at night, avoid smoking cigarettes before the take-off.
20. Does your coat, which is newer than mine, have a zip-out lining and a hood?

NOUNS - COMMON AND PROPER

DIRECTIONS: In each of the following sentences, underline each common noun that you find and circle each proper noun that you find.

1. The earliest skates were made of bone and wood.
2. Iron skates were found to be stronger.
3. Ice skating is a traditional means of travel in Holland, where there are many canals that freeze in the winter.
4. Skating is both a means of travel and a sport.
5. Skating is a popular sport in the United States and Canada.
6. Montreal and Toronto are well-known for their ice skating events.
7. Figure skating is an important event in the Olympics.
8. An American named Jackson Haines invented figure skating in the 1860's.
9. The National Ice Skating Hall of Fame is in Newburgh, New York.
10. The hall has outstanding exhibits.
11. The clerk was talking to Dr. Trent.
12. The Schubert Theatre has closed for the season.
13. My family went to Canada to see the Canadian side of Niagara Falls.
14. It was Dr. Janson who dug the first shovelful at the groundbreaking ceremony.
15. President Carter often stayed at Camp David.

DIRECTIONS: For each of the following sentences, underline all nouns and capitalize those nouns which should be capitalized because they are proper nouns.

1. We live near the choctawatchee river in florida.
2. We stayed at the holiday inn on market street in san francisco.
3. The village called blue hills is near three small fishing lakes.
4. We visited the sequoia national park in california.
5. Our school is on the corner of north street and hickory avenue.
6. Last summer we went camping in rocky mountain national park near bear lake.
7. We sailed along long island.
8. The statue of liberty is located on ellis island.
9. The heavy rains forced many cars off the road.
10. Our troop is sponsoring a party for the children in the hospital.

Adapted from:

Walter Loban et al., Grammar and Writing (New York: Macmillan Publishing Co., Inc., 1981), pp. 4-5.

Joseph F. Littell, ed., Basic Skills in English (Book 3) (Evanston, Illinois: McDougal, Littell & Company, 1980), pp. 290-291.

NOUNS, PRONOUNS, ADJECTIVES

DIRECTIONS: In each of the following sentences, identify the underlined word as either noun, pronoun, or adjective.

1. Barbara hates carrots.
2. The Dodgers defeated the Cardinals.
3. The allies won the war.
4. The bad boy drowned the orange cat.
5. Miss Andrews is our new history teacher.
6. This ice cream is delicious.
7. Father makes a lot of money.
8. Uncle Arthur washed his old car yesterday.
9. Freddy mows lawns every Friday.
10. Washington defeated the British at Yorktown.
11. Columbus discovered America, but we know that is not really a true fact.
12. This soup tastes strange!
13. Janet wants a bicycle for her birthday.
14. Uncle William always fires his shotgun on the Fourth of July.
15. Father hired a new secretary for his new office.
16. The Pennsylvania governor signed a new inspection law effective August, 1982.
17. The pudding was too soft to eat.
18. James is now the new president of the Hobby Club.
19. Mother found three dollars in her sugar bowl.
20. Your conversation is very tiresome this evening.
21. The program seemed particularly dull last night.
22. John carried the football for a first down.
23. The American forces in Germany helped to win World War II.
24. Aunt Caroline was an easy winner in this week's bingo game.
25. Paula Smith reads cookbooks in English class.
26. They pushed the car down Main Street.
27. We were told to read all the directions before beginning the test.
28. The history class will not have any homework for Friday.
29. The club has only four dollars in its treasury.
30. The answer to his question was a cold, silent stare.

NOUNS, PRONOUNS, ADJECTIVES (continued)

31. The dictionary helps the writer with his spelling problems.
32. The man in the blue suit is my uncle.
33. Sunday will be Mary's birthday.
34. The cook tasted the pudding to test its sweetness.
35. Henry is an intelligent person.
36. The President will soon be organizing a new cabinet.
37. The termites have been eating the floor in the living room.
38. The examination on Thursday shouldn't give anyone any difficulty.
39. The ushers in the movie theatre seated the audience very efficiently.
40. Sam Snead scored a birdie on the eighteenth hole.
41. Her boys were playing cricket on the green.
42. He will become angry if you don't come home this instant!
43. Clifford looks odd in that long, green shirt.
44. The angry mob threatened the palace of the king.
45. Jane felt sick after eating that apple pie!
46. The engineer waved his hat to the little boy standing along the road.
47. This story is too long for that magazine.
48. Claude ate his dinner in silence.
49. These pictures look darker than the others.
50. A thousand pilgrims climbed the holy mountain.

PRONOUNS

DIRECTIONS: Underline the pronouns in the following story.

Mother saw Dawn and me at the door and asked us where we were going. I had on my hiking boots and Dawn was carrying a knapsack on her back. "We are going on a hike," I told her. "Our science teacher is going to show us how to build a tepee."

"It sounds like an interesting project," she said. "Be sure to stay near the group. I don't want either of you getting lost."

We told her we would be careful.

Dawn and I and Mrs. Rogers headed for Bailey's Woods. When we got there, we found a whole troop of Scouts camping out.

"We can't do much as long as they are here," I said.

We can ask how long they will be here," Dawn suggested. "Too long," I thought to myself.

We decided the scoutmaster would be able to tell us, but none of the Scouts could tell us where he was. They were by themselves. Several suggested that he must have gone for water. Others thought he might be searching for a good trail. One believed he was foraging for berries.

Then someone said that the scoutmaster was coming back. We saw him bringing a large pail of water. They all filled their canteens from it. As soon as their canteens were filled, they were ready to go. The whole troop picked up their packs and hiked off. At last we had the whole woods entirely to ourselves.

DIRECTIONS: Underline the pronouns in the sentences. Tell if the pronoun is subject, object, or possessive.

1. Who arrived early again?
2. This will bother nobody.
3. What is good for everyone?
5. Joe wanted neither of these.
6. Whom did everybody request?
7. Will this one work well?
8. Did the chameleon hide itself?
9. No one found anything there.
10. Has somebody hurt himself or herself?
11. Who gave you those?

PRONOUNS (continued)

12. This is the best day of my life.
13. Are these your answers?
14. When did that come?
15. They must learn to do it for themselves.
16. Any of it is delicious.
17. Does everyone have paper?
18. This is the road to State College.

VERBS

In each of the following sentences, underline all verbs. Watch for verb phrases.

1. The girls came at four for their piano lessons.
2. Morris chose a name for his new kitten.
3. Lois drove out to the party with Nora.
4. He threw out his old tools and bought new ones.
5. She saw everything!
6. We raised cucumbers and peas in the back yard.
7. Janice has been writing to her friend in Germany at least once a week.
8. John ran the mile in record time.
9. From there we saw the hermit's cave.
10. Lois Adams will give dancing lessons in the gym once a week after school.
11. After school we went to the lake and swam until dark.
12. She came early and did the necessary work before school.
13. The rain began gently, but soon fell in sheets.
14. Ralph chose to sing the same song every night.
15. On Saturday, we took our picnic lunch and went into the woods for an outing.
16. They began supper.
17. He wrote the correct answer on the board.
18. She decided to fly back with Carl.
19. He climbed out of the wreckage unhurt.
20. They began the dance without her.
21. She did everything herself!
22. Gayle wore her new sweater to school yesterday; it was the one Jack gave her for her birthday.
23. Bob had the biggest kite in the race.
24. I fell asleep in class; my teacher was less than impressed!!
25. The fox ran into the dense thicket when it was chased by the hound.

Regular Verbs

A regular verb is one that forms its past and past participle by adding -d or -ed to the infinitive form.

Fill in the blank with the correct past or past participle form of the verb which appears to the left of the sentence. Use the past tense in sentences without helping verbs.

ask 1. Francis and Marcia _____ the band to play for the homecoming dance.

use 2. Has anyone ever _____ the new gymnastic equipment?

believe 3. The teacher _____ the student's excuse.

suppose 4. They were _____ to decorate the cafeteria instead of the gym.

lean 5. The hikers _____ against each other in the strong wind.

slip 6. The star skater _____ during the premiere performance of the Ice Capades.

stare 7. The young couple _____ in awe at the canyon.

dance 8. The principal _____ in the talent show.

skate 9. Linda _____ on the frozen pond.

accept 10. Both Smith sisters were _____ by the university for the fall semester.

discover 11. Many seventeenth century artifacts have been _____ at a site in Williamsburg, Virginia.

injure 12. The quarterback who _____ his throwing arm was replaced by a rookie.

govern 13. The colonies were _____ by England until 1776.

explore 14. Ponce de Leon _____ the Florida peninsula in search of the fountain of youth.

conclude 15. The poet _____ his reading with a sonnet.

excite 16. The English class was _____ about the possibility of a New York field trip.

advertise 17. The junior high's car wash was _____ with posters and announcements.

acquire 18. He _____ a large estate in New Mexico.

deliver 19. The mail carrier _____ the package despite the dog's ferocious growls.

establish 20. Natives from Bora Bora _____ a civilization on the Hawaiian Islands.

Adapted from: English Skills C (New York: Harcourt Brace Jovanovich, Inc., 1981), p. 69.

VERBS - TO BE

In each of the following sentences, insert the appropriate form of the verb to be. Be certain to read your sentences when finished to determine if they make complete sense.

1. Whatever will _____ will _____!
2. I _____ the master of my fate and the captain of my soul.
3. _____ you about to say something important?
4. I _____ sitting on a log in the woods when I suddenly heard a loud growl.
5. Mother announced that it _____ time for supper.
6. Tommy has _____ sleeping all afternoon!
7. Helen _____ the only girl in the class who could spell hippopotamus on the first try.
8. They _____ going to hang Tom Dooley in the morning.
9. The boys _____ really ready to go when the bell rang.
10. There can _____ no security without law.
11. It must have _____ raining here all morning.
12. You _____informed of his condition, I am sure.
13. There is to _____a dance next Saturday.
14. What _____ the condition of the contract?
15. Here _____ some papers _____ signed.
16. I move that this meeting _____adjourned.
17. Everybody _____ requested to_____seated.

Irregular Verbs

An irregular verb is one that forms its past and past participle usually, but not always, by a vowel change within the verb. Irregular verbs can cause problems in standard verb usage because there is no single rule that applies to them. The key to learning these irregular verbs thoroughly is a matter of memorizing, visualizing, and most importantly, using!

Present	Past	Past Participle (has, had, have)
1. arise	arose	arisen
2. bear (to carry)	bore	borne
3. beat	beat	beat
4. become	became	become
5. begin	began	begun
6. bite	bit	bitten
7. blow	blew	blown
8. break	broke	broken
9. bring	brought	brought
10. burst	burst	burst
11. catch	caught	caught
12. come	came	come
14. creep	crept	crept
15. dive	dove (dived)	dived
16. do	did	done
17. draw	drew	drawn
18. drink	drank	drunk
19. drive	drove	driven
20. eat	ate	eaten
21. fall	fell	fallen
22. feel	felt	felt
23. fight	fought	fought
24. find	found	found
25. flee	fled	fled
26. fling	flung	flung
27. fly	flew	flown
28. forget	forgot	forgotten
29. freeze	froze	frozen
30. get	got	gotten
31. give	gave	given
32. go	went	gone

Present	Past	Past Participle (Has, had, have)
33. grow	grew	grown
34. hang (picture, object)	hung	hung
35. hang (a person)	hanged	hanged
36. have	had	had
37. hear	heard	heard
38. hide	hid	hidden
39. hold	held	held
40. hurt	hurt	hurt
41. keep	kept	kept
42. know	knew	known
43. lay (to place or to put)	laid	laid
44. lead (to guide)	led	led
45. leave	left	left
46. lend	lent	lent
47. let	let	let
48. lie (to rest or recline)	lay	lain
49. lie (to ell an untruth)	lied	lied
50. lose	lost	lost
51. ride	rode	ridden
52. ring	rang	rung
53. rise	rose	risen
54. run	ran	run
55. say	said	said
56. see	saw	seen
57. set	set	set
58. shake	shook	shaken
59. shine (sum, moon)	shone	shone
60. shine (shoes)	shined	shined
61. show	showed	shown
62. shrink	shrank	shrunk
63. sing	sang	sung
64. sink	sand	sunk
65. sit	sat	sat
66. speak	spoke	spoken
67. steal	stole	stolen
68. sting	stung	stung
69. swear	swore	sworn
70. swim	swan	swum
71. swing	swung	swung

Present	Past	Past Participle (Has, had, have)
72. take	took	taken
73. teach	taught	taught
74. tear (to rip)	tore	torn
75. throw	threw	thrown
76. wake	woke	woken
77. wear	wore	worn
78. write	wrote	written

The past participle is ALWAYS used with has, had, or have. Anytime you see has, had, or have, you MUST use the past participle form of the verb.

Irregular Verbs

Catagory #1 (Present/Past Participle same form-Past changes)

Present	Past	Past Participle
1. become	became	become
2. come	came	come
3. run	ran	run

Catagory #2 (Past/Past Participle same form-Present remains unchanged)

Present	Past	Past Participle
1. bring	brought	brought
2. catch	caught	caught
3. creep	crept	crept
4. dig	dug	dug
5. dream	dreamed (dreamt)	dreamed (dreamt)
6. feel	felt	felt
7. fight	fought	fought
8. find	found	found

Present	Past	Past Participle
9. flee	fled	fled
10. fling	flung	flung
11. hang (picture, object)	hung	hung
12. hang (a person)	hanged	hanged
13. have	had	had
14. hear	heard	heard
15. hold	held	held
16. keep	kept	kept
17. lay (to put/to place)	laid	laid
18. lead	led	led
19. leave	left	left
20. lend	lent	lent
21. lie (to tell an untruth)	lied	lied
22. say	said	said
23. shine (sun, moon)	shone	shone
24. shine (shoes)	shined	shined
25. sit	sat	sat
26. sting	stung	stung
27. swing	swung	swung
28. teach	taught	taught

Catagory #3 (all three forms of the verb are the same)

Present	Past	Past Participle
1. beat	beat	beat
2. burst	burst	burst
3. hurt	hurt	hurt
4. let	let	let
5. set	set	set

Catagory #4 (spelling change for each form)

Present	Past	Past Participle
1. arise	arose	arisen
2. bear	bore	borne
3. begin	began	begun
4. bite	bit	bitten

Catagory #4 (cont)

Present	Past	Past Participle
5. blow	blew	blown
6. break	broke	broken
7. choose	chose	chosen
8. dive	dove	dived
9. do	did	done
10. draw	drew	drawn
11. drink	drank	drunk
12. drive	drove	driven
13. eat	ate	eaten
14. fall	fell	fallen
15. fly	flew	flown
16. forget	forgot	forgotten
17. freeze	froze	frozen
18. get	got	gotten
19. give	gave	given
20. go	went	gone
21. grow	grew	grown
22. hide	hid	hidden
23. know	knew	known
24. lie (to rest/to recline)	lay	lain
25. ride	rode	ridden
26. ring	rang	rung
27. rise	rose	risen
28. see	saw	seen
29. shake	shook	shaken
30. show	showed	shown
31. shrink	shrank	shrunk
32. sing	sang	sung
33. sink	sank	sunk
34. speak	spoke	spoken
35. steal	stole	stolen
36. swear	swore	sworn
37. swim	swan	swum
38. take	took	taken
39. tear (to rip)	tore	torn
40. throw	threw	thrown
41. wake	woke	woken

Catagory #4 (cont)

Present	Past	Past Participle
42. wear	wore	worn
43. write	wrote	written

Fill in the missing principal parts of the following verbs:

Present	Past	Past Participle
1.	arose	
2.		borne
3.	beat	
4. become		
5.		begun
6.	bit	
7. blow		
8.	broke	
9. bring		
10.	burst	
11.		caught
12.	chose	
13. come		
14. creep		
15.	dove	
16.		done
17.	drew	
18. drink		
19.		driven
20. eat		
21.	fell	
22.	felt	
23. fight		
24.		found
25.	fled	
26.		flung

Fill in the missing principal parts of the following verbs. (cont)

Present	Past	Past Participle
27.		flown
28.	forgot	
29. freeze		
30.		gotten
31. give		
32. go		
33.	grew	
34. hang (picture/object)		
35. hang (a person)		
36.		had
37.	heard	
38.	hid	
39.		held
40. hurt		
41.		kept
42.	knew	
43. lay (to put or to place)		
44.	led	
45.		left
46.	lent	
47. let		
48. lie (to rest or to recline)		
49. lie (to tell an untruth)		
50.	last	
51.	rode	
52. ring		
53.		risen
54. run		
55. say		
56.	saw	
57.		set
58.		shaken
59. shine (sun, moon)		
60. shine (shoes)		
61.	showed	
62.		shrunk

Fill in the missing principal parts of the following verbs: (cont)

63.		sang	
64.			sunk
65.	sit		
66.		spoke	
67.	steal		
68.		stung	
69.	swear		
70.	swim		
71.		swung	
72.			taken
73.			taught
74.	tear (to rip)		
75.	throw		
76.		woke	
77.			worn
78.	write		

IRREGULAR VERBS

DIRECTIONS: The following 25 sentences are taken from Chapters 4 and 5 of Shane. Read each sentence carefully. Then underline the correct form of the verb.

1. I had (laid, lain) in my bed thinking of our visitor out in the bunk in the barn.
2. It scarce seemed possible that he was the same man I had first (saw, seen) riding up our road.
3. Something in father had reached out and (spoke, spoken) to him and he had replied to it.
4. You certainly are a man for being in a hurry. (Set, Sit) down; I've got a question to ask you.
5. The young fellow I had (ran, run) out on me after he tangled with a couple of Fletcher's boys.
6. Shane (rose, risen) to his feet.
7. Shane was already at the door. "I'll buy my own," he said, and was (went, gone).
8. I asked father, "Could you (beat, beaten) Shane?
9. We (was, were) in some subtle way, his folks.
10. Though we had (took, taken) him in, you had the feeling he adopted us.
11. The people in town and those who (rode, ridden) or (driven, drove) in pretty regularly were curious about him.
12. In those days, guns (was, were) not used much in the valley except for hunting.
13. The holster and filled cartridge belt (was, were) of the same soft black leather as the boots.
14. I pulled the gun out of the holster. It (come, came) so easily I could hardly believe it.
15. You (holded, held) it (the gun) up to aiming level and it seemed to balance itself in your hand.
16. When a man like Shane (don't, doesn't) want to tote a gun, you can bet he's got a good reason.
17. He never (done, did) that except when he (knew, knowed) he was right.
18. The grown folks had (forgot, forgotten) about them.
19. It's been 10 years since I (done, did) anything like that.
20. I (come, came) to realize that this was inherent in him, not learned or acquired.
21. The hand (sank, sunk) to his side, stiff and awkward.
22. School (begun, began) again, and the days (was, were) growing shorter.
23. He (stood, standed) up and strode off into the fields.
24. I've never (saw, seen) a man have a tight holster with an open end.
25. I (seen, saw) Shane watching me from the barn.

Adapted from: Jack Schaefer, Shane (New York: Bantam Books, 1949), pp. 29-45.

Irregular Verbs

Fill in the blank with the past or past participle of the verb at the left. Use the past tense in the sentences without helping verbs.

shrink 1. The sweater had _____ so much that I gave it to my little brother.

blow 2. The news announcer reported that the hurricane winds had _____ down many power lines.

ride 3. Colleen, who had never _____ a horse, looked apprehensive as she held the reins.

come 4. Over half of the registered voters had _____ to the polling place before noon.

begin 5. Just as we sat down at the picnic table, it _____ to rain.

drive 6. Margie has _____ the tractor many times.

steal 7. We discovered that marauding bears had _____ our food during the night.

run 8. Because he was late for his appointment, Clyde had _____ almost all the way to the dentist's office.

ring 9. The phone _____ ten times before she picked up the receiver.

swim 10. Had Hugo and Victor ever _____ across the lake?

speak 11. Have you _____ to the recruiter from that firm yet?

drink 12. The members of the team_____ orange juice during halftime.

burst 13. Yolanda _____ into the room, shouting excitedly.

sweep 14. The tornado had _____ the roof off and shattered most of the windows.

throw 15. Darin spun around just in time to catch the ball his teammate had _____.

ride 16. The dusty settlers _____ through the town without stopping to rest.

swim 17. We _____ ten laps in the pool yesterday.

run 18. After the illness had _____ its course, the patient recovered quickly.

drive 19. Eddie hadn't ever _____ a car before.

Adapted from:
English Skills E (New York: Harcourt Brace Jovanovich, Inc., 1981), p. 88.

SUBJECTS AND VERBS

Part I: For each of the following sentences, underline the verb.

1. The world's largest meteorite weighs many tons.
2. I do not have a part time job yet.
3. Several boys in my class have been working every Saturday.
4. Have you met Bob?
5. Bob has a part time job at Salter's Market.
6. The store manager advertised for a boy with a bicycle for afternoon errands.
7. On his first Saturday, Richard's bike was smashed by a truck.
8. Richard had foolishly left his bike at the curb while making a delivery.
9. The driver of the truck had swung into the curb.
10. The truck driver did not see Richard's bike!

Part II: For each of the following sentences, underline the subject once and the verb twice.

1. Everyone masks his real self.
2. We learn from our failure.
3. A fool and his money are soon parted.
4. Misery loves company.
5. Time heals all wounds.
6. Many heroes come and go unrecognized.
7. Everyone needs attention and recognition.
8. It is always darkest before the dawn.
9. True conformity is simply a matter of making up your own mind.
10. Many writers build a story out of a single incident.

Adapted from:
John E. Warriner, Mary E. Whitten, and Francis Griffith, English Grammar and Composition 9 (New York: Harcourt Brace Jovanovich, Inc., 1969), pp. 60-61.

SENTENCES

DIRECTIONS: For each of the following, find the verb and underline it, and then circle the simple subject. Cross out all unnecessary words.

Write the order in which the sentence appears: RO for regular order and IO for inverted order.

1. How would you like a trip to the dog show?
2. There will be a number of fine dogs there.
3. All of these dogs have been washed and brushed by their owners.
4. Are there many of these shows each year?
5. There must have been hundreds of champion dogs at Madison Square Garden for that dog show.
6. A young handler in a blue apron stopped his work and answered a few questions.
7. All training should be done by word and by tone of voice.
8. Never smack a dog with your hand.
9. The tone of your voice will give away your feelings.
10. A few hours of training will be well worth while.
11. Where will Harry and I find the collies?
12. Do you see them over there?
13. Look at those little short ones.
14. What do you call them?
15. Tell me the Chinese legend about the origin of the Pekinese.
16. Salesmen must develop the art of persuasion.
17. Genghis Kahn gave the world many anxious moments.
18. Centuries before the Spanish Invasion, the Mayan Indians had invented a system of writing.
19. Count Bismark was both clever and crafty.
20. Your expectations seldom approach reality.
21. Pioneer life taught many lessons in endurance.
22. The greatest novel ever written is Melville's Moby Dick.
23. Many everyday foods, such as corn, potatoes, and tomatoes were unknown in Europe.
24. Antibiotics have saved many lives.
25. On Tuesday, the gym will re-open.
26. She swam a mile this morning.
27. What are we going to do this afternoon after school?

SENTENCES (continued)

28. All that glitters is not gold.
29. If a sentence does not begin with the subject, it is usually in inverted order.
30. The basic form of the verb is the infinitive.
31. There were too many campaign posters in the office.
32. Did you vote in the last election?
33. There are many new cottages at the lake this year.
34. Will many people cast their ballots in this Presidential election?
35. Here are my reasons in favor of the voting machine.
36. Save now for a home at Horseshoe Lake.
37. There is too much confusion at my house on Saturdays!
38. Will one of you boys take the dog for a walk?
39. Are there enough seats for all the dinner guests?
40. Where do we go to register to vote?
41. The first telescope focused clearly only on objects at a certain distance.
42. Those objects nearer or farther away would blur.
43. The distance between lenses must be changed for different distances.
44. Galileo quickly taught himself the art of lens grinding.
45. He soon scanned the skies with an efficient telescope.
46. He turned the telescope on Jupiter.
47. The four moons around this planet appeared to the human eye.
48. Frank either pitches or plays shortstop.
49. Where are you and Liz going for vacation?
50. Confusion and misery were written on the faces of the lost boys.

Adapted from:
John E. Warriner, William Renison, and Francis Griffith, English Grammar and Composition 10 (New York: Harcourt, Brace and World, Inc., 1965), p. 34, p. 36, p. 38, pp. 56-57.

SUBJECTS AND PREDICATES

Part I:
DIRECTIONS: Circle the verb and circle the subject in each sentence.

1. I frequently daydream about the future.
2. The achievements of the scientists will change our lives.
3. Education will undoubtedly benefit from scientific programs.
4. Educational television may someday replace classroom teachers.
5. Tape recordings have already taught important facts to students.
6. Hypnotism could revolutionize teaching procedures.
7. More interesting are other future ideas.
8. We may freeze a man alive one day.
9. He might be revived after decades of the deepfreeze treatments.
10. A future historian may thaw one of us for conversation about the twentieth century.

Part II: For each of the following, find the verb and write it on the line provided. Then underline the complete predicate and circle the simple subject.

1. _____ The tilt of the earth is the reason for the changes in daylight hours.
2. _____ A big animal does not always have a big brain.
3. _____ The rhinoceros is also one of the world's most stupid creatures.
4. _____ His big, bulky body makes him a fearsome sight.
5. _____ He is less dangerous than the water buffalo and the elephant.
6. _____ The creature from an earlier time is actually a sad creature.
7. _____ All other mammals have horns in very useful places.
8. _____ A big heavy horn is jutting from his upper lip.
9. _____ He won't charge at a slight disturbance.
10. _____ His eye sight is very poor, however.

Adapted from:
John E. Warriner, Mary E. Whitten, and Francis Griffith, English Grammar and Composition 9 (New York: Harcourt Brace Jovanovich, Inc., 1969), p. 36.

SUBJECTS AND PREDICATES

Part I: Read each of the following word groups. If the word group is a sentence, put an S in front of the number. If the word group is a fragment, then put F in front of the number.

1. The dog is playing under the porch
2. Just before the end of the game
3. Grandfather napping in our backyard
4. Down at the pharmacy in the middle of the block
5. In the yard the leaves changing colors
6. We can rent a canoe
7. Came up and spoke to us
8. Suddenly a fire siren screamed
9. Rain, wind, and hailstones
10. The uprooted trees landed on the garage roof

Part II: For each of the following identify as subject (S), predicate (P) or complete sentence (CS).

_____ 1. have some popcorn
_____ 2. we will know who won
_____ 3. the track star
_____ 4. I have never felt better
_____ 5. rose the missle
_____ 6. rolled clouds of smoke
_____ 7. had a sore throat
_____ 8. A week ago
_____ 9. the Washington Monument
_____ 10. Not a sound was heard
_____ 11. through the bushes
_____ 12. A large trout
_____ 13. was seen
_____ 14. yelled the coach
_____ 15. her apron, dress, and shoes
_____ 16. are down by the station
_____ 17. the plane, the pilot, and the passengers
_____ 18. Neither the girls nor their guests
_____ 19. dropped in to see us
_____ 20. All the roads and all the bridges were crowded.

Part III: Divide each of the following sentences into complete subject and complete predicate.

1. June and Ann are listening to their new records.
2. Dave and Donna are twins.
3. Every boy and every girl should be at the game.

SUBJECTS AND PREDICATES - Part III (continued)

4. Aunt Jane and Uncle Ray went to the show last evening.
5. Amy will not be able to make band practice today.
6. Cheating is stealing.
7. Cheaters are dishonest persons.
8. You would think badly of a person who stole your wallet.
9. They will no longer trust you.
10. Please don't cheat!
11. They are taking something that does not belong to them.
12. A sentence is a group of words that, basically, makes sense.
13. A group of words must have both a subject and a predicate.
14. The subject names what you are talking about.
15. The predicate tells something about the subject.
16. A group of sentences which tell you about the main sentence is called a paragraph.
17. You will be able to do this work!
18. Tennis season has just begun.
19. The busses for the game tonight will leave at 7:00 from the high school.
20. You are going to play rehearsal tonight.

Adapted from:

Joseph F. Littell, ed., Basic Skills in English (Book 3) (Evanston, Illinois: McDougal, Littell & Company, 1980), p. 243.

Lawrence PHilip Shehan, English and You (New York: Holt, Rinehart and Winston, Inc., 1962), pp. 11-13, pp. 22-24.

SUBJECTS AND PREDICATES

Part I: Read the following word groups; if the word group is a sentence, put S in front of the number. If the word group is a fragment, then put F in front of the number.

1. My best friend came to dinner
2. The people next door
3. All the girls in the class passed the test
4. Tom and Huck were sailing down the river
5. That tall blond
6. Pete and Janice and Phil had a wonderful time
7. Ate a candy bar
8. Is coming home tomorrow
9. The poor man worked hard all day
10. The shiny new rocket

Part II: For each of the following identify as subject (SUBJ), predicate (P) or complete sentence (CS).

____ 1. grandfather
____ 2. it was good
____ 3. should not frighten people
____ 4. doctors
____ 5. is afraid to make a mistake
____ 6. senseless fear
____ 7. is happy
____ 8. one of my hobbies
____ 9. fell down
____10. they and their friends
____11. do not like me
____12. it
____13. a rattlesnake
____14. is anxious about the future
____15. frogs
____16. he fears nothing
____17. the dark room in the old house
____18. pleases me
____19. we stayed together
____20. a relative of mine

Part III: Divide each of the following sentences into complete subject and complete predicate.

1. My sister is afraid of water.
2. Thunder frightens me.
3. Some teenagers always run away from trouble.
4. Everyone should fear a mad dog.

SUBJECTS AND PREDICATES - Part III (continued)

5. Frank thinks everyone dislikes him.
6. Many things cause me to worry.
7. Worry-warts are unhappy people.
8. Shirley worries night and day about passing.
9. Smart teenagers talk over their troubles with an adult.
10. Some girls are afraid of mice.
11. The sight of blood makes her feel faint.
12. Some boys worry about their health.
13. Barbara always feels anxious and uneasy.
14. A friend of mine is afraid of high places.
15. Harold was afraid to recite in class.
16. Steven always keeps to himself.
17. Worry disturbs her sleep.
18. This fellow won't even try to make friends.
19. Bob hates the world and everyone in it.
20. He is always looking for a fight.

Adapted from:
Lawrence Philip Shehan, English and You (New York: Holt, Rinehart and Winston, Inc., 1962), pp. 3-4, pp. 7-9.

SENTENCE FRAGMENTS

Decide if the following word groups are complete sentences or sentence fragments. REMEMBER - in order to be a complete sentence, a word group must have a subject, a verb, and a complete thought. If any or all of those are missing, the word group is NOT a sentence, but a fragment.

1. Many American suburbs are being invaded by raccoons.
2. Homeowners are inventing all kinds of raccoon traps.
3. Heavy rocks atop garbage cans, sprays, and "raccoon-proof" clamps.
4. Most raccoons are too smart for these traps.
5. Generally said to be animals of high intelligence.
6. Raccoons eat berries, birds, corn, moles, and most forms of garbage.
7. Seem to eat most anything but tomatoes.
8. Normally friendly, if messy creatures.
9. Tame raccoons will sometimes purr like kittens.
10. Although sometimes hissing like geese, growling like dogs, and screeching like owls.
11. Floods were driving people from their homes.
12. The crops ruined by water and mud.
13. River mud through the doors and windows.
14. Cleaning up afterwards takes great courage and a will to want to go on.
15. The work of a lifetime and the savings of many people completely gone.
16. The Red Cross to many people.
17. Some buildings were washed away.
18. Few residents thinking of moving away from the valley where many of them had been born.
19. A new start right along the river's edge.
20. Flood control by replanting forests in the mountains.
21. Bob and Helen had a bitter quarrel.
22. After they went home in separate cars.
23. They did not speak to each other for a week.
24. To go down the back road.
25. Bob was delighted to have the chance to meet and talk with the great scientist.
26. At the start of the year.
27. The girls worked very hard to have the decorations in perfect order.

SENTENCE FRAGMENTS (continued)

28. Jack swam out to the boat.
29. Where he had spent so many years.
30. Which had obviously been abandoned by someone.
31. When he reached his office.
32. We never did find out who ran over our dog.
33. If the men are sleeping, please do not disturb them.
34. To search the area for the missing plane.
35. The program, a tribute to the nation's first president.
36. To report what he had found to headquarters.
37. No one liked Lynn's suggestion to raise money by having a sale.
38. Watching the movie, a story of early days in Montana.

Adapted from:

Walter Logan et al., Grammar and Writing (New York: Macmillan Publishing Co., Inc., 1981), pp. 114-115.

Thomas Clark Pollock, et al., The Macmillan English Series 10 (New York: The Macmillan Company, 1961), pp. 336-341.

Subjects/Predicates

Part I: SENTENCE OR FRAGMENT? Read each word group below. Then indicate if the word group is a sentence or fragment. Use S for sentence and F for fragment.

_____1. Rachael and I ate at McDonald's.
_____2. The swimmer practicing for 2 hours.
_____3. It snowed throughout the night.
_____4. Across the hall from the cafeteria.
_____5. Caused us to be late.
_____6. Because I really like to sing.
_____7. Everyone was busy.
_____8. The doctor x-rayed my arm.
_____9. After he had won.
____10. Were designing the yearbook cover.
____11. We came in to get warm.
____12. Have snowball fights and build snowmen.
____13. People walking cautiously through dark corridors.
____14. We skated for one hour.
____15. Near the football field.

Part II: SUBJECT/PREDICATE/COMPLETE SENTENCE? Read each of the following. Then tell if the word group would be a subject (S), predicate (P), or complete sentences (CS).

_____1. cut Jacob's hair last week
_____2. Jenny floated on her rubber raft
_____3. a coin expert
_____4. that complicated puzzle
_____5. is a member of a bicycling club
_____6. the pie smells luscious
_____7. has been practicing backflips
_____8. James and Edwin
_____9. Julia did not expect a ride to school
____10. meet and eat lunch together
____11. Into the alley dashed the frightened child
____12. a slippery, rocky ledge
____13. did understand your signal
____14. am waiting for the delivery truck
____15. What a shock I had!

Subjects/Predicates (continued)

Part III: SENTENCES THAT BEGIN WITH THERE. For each of the following sentences, you are to indicate the simple subject and the verb in the proper space. Read each sentence carefully.

SUBJECT	VERB		
_____	_____	1.	Are there any apples?
_____	_____	2.	There are some apples in the bag.
_____	_____	3.	There are 2 birds at the feeding station.
_____	_____	4.	Were there many families at the picnic?
_____	_____	5.	There were two people in the car.
_____	_____	6.	Were there any brownies in the oven?
_____	_____	7.	Are there any diseased trees in the forest?
_____	_____	8.	There were two skunks near our cabin.
_____	_____	9.	Is there anyone home?
_____	_____	10.	Are there pickles in that sandwich?

Part IV: Indicate in the proper space the simple subject and verb of each of the following sentences.

SUBJECT	VERB		
_____	_____	1.	Bring your books to class with you.
_____	_____	2.	Try a bottle opener.
_____	_____	3.	Look this over before the math quiz.
_____	_____	4.	Ask Nicole her opinion.
_____	_____	5.	Tear along the dotted line, please.

Part V: INVERTED ORDER OR REGULAR ORDER? On the line preceding each of the following indicate if the sentence appears in inverted order (IO) or regular order (RO). Be sure to read carefully!

_____1. Ted is writing the script for the skit.

_____2. Has Nora been in Florida all winter?

_____3. Serving refreshments were four Chief Logan High School students.

_____4. Lou has returned your tape recorder.

_____5. Behind his sleepy face was a quick, intelligent mind.

_____6. At the meeting were boys and girls from every class.

Part V (continued)

_____7. High above our heads stretched the Bay Bridge.

_____8. My brother arrived after the thundershowers.

_____9. Patrick has eaten spaghetti twice today.

____10. From one end of the pipe scampered the frightened rabbit.

____11. On the other side of the tracks stood the church.

____12. The key for the convertible is hanging by the back door.

____13. From the committee at Boston came word of the prize.

____14. I have gone to the dentist's office once a week.

____15. Across the valley stretched fields of beautiful flowers.

Part VI: READ EACH OF THE FOLLOWING CAREFULLY! In each sentence, you will find either a compound subject, a compound verb, or in some sentences, there will be both. Indicate your answer as follows: compound subject (CS), compound verb (CV), or both compound subject and compound verb (B).

_____1. Phil and Jerry carried water for the garden.

_____2. Marie and her father skate and ski together.

_____3. The workers pushed and shoved with their shoulders.

_____4. Laura folded the picture and then cut it.

_____5. Ann took some butter then passed it.

_____6. The wind and the tide were perfect.

_____7. Jack and Bob's boat rounded the buoy and finished first.

_____8. Thunder and lightning preceded the rain.

_____9. The lamps and the candles threw shadows on the wall.

____10. Pete smiled and ducked behind the curtains.

____11. The width and depth of the stage were unusual.

____12. Ruth and Phil stood and waited two hours.

____13. Janet practiced the piano and studied her homework.

____14. Tracy and Luanne walked home from the dance.

____15. Trumpets and trombones accompanied the woodwinds.

Adapted from:
Joseph F. Littell, ed., Basic Skillsin English (Book 3) (Evanston, Illinois: McDougal, Littell & Company, 1980), p. 227, pp. 231-233, pp. 238-241, pp. 244-245.

SUBJECT/VERB AGREEMENT

The number of a word refers to whether it is singular or plural. A word is singular when it refers to just one thing. A word is plural when it refers to more then just one thing.

A verb must agree in number with its subject. A singular verb must have a singular subject. A plural verb must have a plural subject.

THE SUBJECT OF A VERB IS NEVER FOUND IN A PREPOSITIONAL PHRASE. Often a prepositional phrase appears between the subject and the verb. The verb must agree with the subject of the verb NOT WITH THE OBJECT OF THE PREPOSITION IN THE PREPOSITIONAL PHRASE!

subject prep.phrase verb
This stack (of papers) is mine.

subject prep. ph. verb
Two cans (of soda) are empty.

Phrases beginning with the words with, together with, including, as well as, and in addition to are NOT PART OF THE SUBJECT!

The Governor, together with his advisors, is in conference.
The whole family, including me, has been sick.
Jerry, as well as the others, was there.

DIRECTIONS: Make the subject and verb agree in the following sentences. Circle the subject of each sentence, and then underline the correct form of the verb.

1. The paintings on the wall (is, are) for sale.
2. The evidence (has, have) been turned in to the police.
3. The election of officers (was, were) completed by the time we arrived at the meeting.
4. Complaints about the product (needs, need) investigation by the Food and Drug Administration.
5. Maggie, as well as her friends, (is, are) learning to swim at the Y.
6. One show in the series (has, have) already been taped and is set to air in July.
7. Your report, including the outline, (shows, show) much improvement!
8. Those shoes in the window (has, have) been advertised in the paper.
9. The 2 programs (is, are) on at the same time.
10. The questions of tax cuts (was, were) debated for many hours by the new Senators.

SUBJECT/VERB AGREEMENT (continued)

11. Each product (claims, claim) to be the best!
12. The clothes on the line (was, were) dry in an hour due to the strong winds.
13. Three finalists (has, have) been selected to perform at the State Band Concert.
14. The marching band (rehearses, rehearse) daily in August to prepare for the approaching football season.
15. The suit, including the vest, (cost, costs) $100.
16. Homes on this block (has, have) been remodeled.

AGREEMENT

Write the correct choice in the blank at the right.

1. The guest speakers at the assembly (was, were) stimulating. _____
2. No one likes to have (his, their) work laughed at. _____
3. There on the floor (was, were) the missing coins. _____
4. The ringing of the bells on New Year's Day (is, are) joyful. _____
5. Either Margie or one of her sisters (expects, expect) you to call. _____
6. One committee member said (he, they) would resign if more meetings were called. _____
7. Abner, as well as Griff, (was, were) seen at the movies. _____
8. Throughout the play one of the actors forgot (his, their) lines. _____
9. (Is, Are) Hamlet and Claudius the main characters in the play. _____
10. Several birthday gifts for Clarissa (was, were) stored in the attic. _____
11. Rudy and (I, me) would like to go with you to the game. _____
12. One of the guerillas (has been, have been) caught by the pacification force. _____
13. Someone fell and injured (himself, themselves). _____
14. The director selected the actor (he, they) thought best for the part. _____
15. Westerns or spy stories (is, are) his favorite television programs. _____

Rewrite the following incorrect sentences.

1. Sally brought you and I some candy.

   _____

2. Only one of the workers were injured by the crane.

   _____

3. Everyone around the campfire told their favorite joke.

   _____

4. Is Jim and his brothers going to visit Canada next summer?

   _____

5. Everyone told theirself they weren't the guilty party.

   _____

Adapted from:
Joseph Bellafiore, English Language Arts Workbook (New York: Amsco School Publications, Inc., 1971), pp. 48-50.

SUBJECT/VERB AGREEMENT

INDEFINITE PRONOUNS

DIRECTIONS: Underline the correct form of the verb to agree with the subject of the sentence. Then circle the subject.

1. All of the winners (has, have) been notified.
2. Each of the participants (receives, receive) a number.
3. Someone always (forgets, forget) his key.
4. Both of the teams (looks, look) good.
5. Some of that cake (is, are) for us.
6. Most of the players (tries, try) their best.
7. (Has, Have) anyone called Mark?
8. One of the toughest events (is, are) the pole vault.
9. Everyone here (shares, share) the work.
10. Several of the gymnasts (has, have) lost their balance.
11. Nobody here (knows, know) the address.
12. Some of the pieces (is, are) missing.
13. Either of those outfits (looks, look) fine.
14. None of the plastic bottles (cracks, crack).
15. Few of the senators (approves, approve) of the bill.
16. Neither of them (complains, complain) much about anything!
17. Everything (is, are) correct.
18. Each of the class (performs, perform) well.
19. All of the dessert (is, are) gone.
20. Not one of the bicycles (was, were) sold.

Subject/Verb Agreement

Choose the correct verbs in the following sentences:

1. Where (was, were) you this morning when I called?
2. The foreman (doesn't, don't) know that you (is, are) here.
3. Both girls (were, was) given permission to leave the school grounds.
4. Mary and Vivian (was, were) not in class this morning.
5. All who went on the class trip (is, are) having a good time!
6. You (was, were) supposed to protect your eyes; here (is, are) your goggles!
7. Tomorrow, each class (elect, elects) a Student Council representative.
8. Your chisel and mallet (is, are) on that bench.
9. (Was, Were) you working on the motor or the brakes?
10. Where (is, are) Fred and Janet?
11. You (was, were) not nearly as disappointed in the test results as I seemed to be!
12. (Was, Were) your aunt and your uncle in that accident?
13. Bill and Ned (is, are) going to repair the boiler.
14. We (was, were) sure we (was, were) right!
15. The tray, not the dishes, (were, was) what I wanted.
16. The gymnasium and the health room (is, are) usually used by the same teacher.
17. John and his sister (is, are) meeting us at the park.
18. The nails and screws (is, are) mixed together.
19. The stage with its pretty flowers and appealing decorations (was, were) a pleasing sight.
20. All girls (love, loves) to go shopping!
21. There (has been, have been) several thefts in this neighborhood recently.
22. He (don't, doesn't) think screws will hold the shelves securely enough.
23. This book, illustrated by three artists, (has, have) fascinated me.
24. Planning and measuring (come, comes) before cutting.
25. Where (was, were) you when the instructions (was, were) given out?
26. There (was, were) several good styles from which to choose.
27. We (have, has) to smooth all surfaces before applying a primer coat.
28. Why (don't doesn't) you and Bill use those special gloves when you handle stock?
29. There (are, is) three good reasons why you can't go!!
30. Glen as well as Archie (think, thinks) that women should not be allowed to vote.
31. I simply cannot study when there (is, are) radios, record players, and televisions blaring.
32. In every detective story, there (is, are) usually a motive, suspect, clues, and discovery and punishment.

Subject/Verb Agreement (continued)

33. Ulysses S. Grant, along with Zachery Taylor, (was, were) probably a better general than president.

34. Every student in the city schools (is, are) going to take the exam.

35. The actor's happy manner and his ability to ad-lib (adds, add) to the quality of his part.

Adapted from:

Albert E. Jochen and Benjamin Shapiro, Vocational English-1 (Revised Edition) (New York: Globe Book Company, Inc., 1968), pp. 112-114.

John E. Warriner, Mary E. Whitten, and Francis Griffith, English Grammar and Composition 9 (New York: Harcourt Brace Jovanovich, Inc., 1969), p. 126.

VERB-SUBJECT AGREEMENT

DIRECTIONS: IF the verb agrees with the subject in number, write a (+) plus beside it. IF the subject and verb do not agree, write a (-) minus and correct the verb to make it agree.

1. _____ One of the cabinets contain the club's banner, account books, and membership roll.
2. _____ Each of the hostesses are standing in the doorway.
3. _____ Do the new uniforms for the band include majorette uniforms?
4. _____ Sometimes a leak in the gas pipe is hard to find.
5. _____ The bridges on Highway 34 are extremely narrow.
6. _____ The numbers on the license plate was covered with mud.
7. _____ Yesterday you was asking about camp.
8. _____ Everyone of the clerks have to punch the time clocks.
9. _____ One of the assistants has to answer the phone.
10. _____ Our assignment for the next two days cover events during the American Revolution.
11. _____ Some of these pictures in the family album show hair styles of the 30's.
12. _____ Most of us now agree to these plans.
13. _____ Each of the farmers use modern machines.
14. _____ Some of the salt in these shakers is damp.
15. _____ A carton of cold drinks was in the refrigerator.

DIRECTIONS: Choose the correct verb after finding the subject and circling it.

1. Clem as well as Archie (think, thinks) that women should not be allowed to vote.
2. "Snow White and the Seven Dwarves" (is, are) a children's story which was made into a movie by Walt Disney.
3. Fifteen pounds (is, are) a lot of weight to lift.
4. I simply cannot study when there (is, are) radios, record players, and televisions blaring.
5. Measles(was, were)common among children in the elementary grades.
6. James (is, are) at home right now with the measles!
7. Taxes (is, are) a major problem facing the governor.
8. The basketball team (was, were) handicapped by injuries in its last game.
9. (Does, Do) either of them think that the membership rules should be changed?

Adapted from:
John E. Warriner, Mary E. Whitten, and Francis Griffith, English Grammar and Composition 9 (New York: Harcourt Brace Jovanovich, Inc., 1969), pp. 117-118, p. 126.

Correcting Errors

Rewrite each of the following sentences, correcting all errors.

1. Each of the actors read their part.

2. We saw pictures taken years ago of he and I.

3. Sadie and me want to learn how to knit.

4. Us young folks are having a weiner roast next Saturday.

5. Him and me own that motor boat.

6. Everyone should have their own ideas about how to enjoy themselves.

7. I've studied nursing for three years and hope to be one after next summer.

8. Bob hasn't written his cousin since he went away to college last fall.

9. Each of the girls made their own uniforms.

10. Bernice had been tutoring Kay since she failed math.

11. Someone left their book on the cafeteria table.

12. When the clerk approached the customer, he was uncertain about the outcome.

13. Everyone in the neighborhood owns their own home.

14. Each of the children have learned their part for the play.

15. Betty and Peggy are waiting for her date to arrive.

16. Not one of the girls have visited her and I.

Adapted from:
Joseph Bellafiore, English Language Arts Workbook (New York: Amsco School Publications, Inc., 1971), pp. 48-50.

PUNCTUATION POINTERS

Use these punctuation pointers to help you figure out when to use each of the punctuation marks below.

Period A period shows the end of a sentence or an abbreviation. .	**Question mark** A question mark appears at the end of a question. ?	**Exclamation point** An exclamation point is used after a word, group of words, or sentence to show an exclamation of anger, surprise, or excitement. !	**Quotation marks** Quotation marks are used to show the beginning and end of a quotation. “ ”
Comma A comma is used to separate ideas or things in a series. Commas also help you to understand or read a sentence correctly. ,	**Semicolon** A semicolon shows a greater break in thought than a comma, but not as great as that shown by a period. ;	**Colon** A colon is used to draw attention to an explanation, a quotation, or a list. :	**Hyphen** A hyphen is used to connect two or more parts of a word, or two or more words. -

Adapted from:
Mary Wiemann, "Grammar and Spelling," Macmillan Instant Activities Program (New York: Macmillan Publishing Co., Inc., 1981), p. 38.

Bibliography

Adams, Anne H., Anne Flowers, and Elsa E. Woods. Reading for Survival in Today's Society. Glenview, Illinois: Scott, Foresman and Company, 1978.
Covers a wide variety of material; excellent information and exercises.

Adams, John C. Building Word Power. Austin, Texas: Steck-Vaughn Company, 1975.
More useful for literacy program.

Adult Readers Library. (14 titles). Glenview, Illinois: Scott, Foresman and Company, 1982.
Good stories, supplemental reading to perfect reading skills.

Anderson, Jane, Bonnie Longnion, and Marguerite Gillis. The Follet Adult Basic Reading Comprehension Program. (assorted titles). Chicago, Illinois: Follet Publishing Company, 1983.
Appearance and content not appealing to our students.

Antram, Susan and Mary Catherine Spence. Adult Students' Stories Book 1 and Book 2. Pleasant Gap, PA: C.J 10 Development Center for Adults, Centre County Area Vocational-Technical School, 1985.
Book 2 is more suited to transitional needs. Adult in content and situations. Also good motivational tool for writing.

Bailey, Mildred Hart. Spelling Steps 1, Spelling Steps 2, and Spelling Steps 3. Austin, Texas: Steck-Vaughn Company, 1984.
Steps 1 and 2 are too elementary; Step 3 has some good exercises to reinforce basic spelling skills.

Barnes, Don, et al. Critical Thinking for Adults. Austin, Texas: Steck-Vaughn Company, 1984.
Quality material, very useful and practical.

Basic Language Skills, Basic Reading Skills, Basic Language Skills Workbook, Basic Reading Skills Workbook, and Basic Mathematics Skills Workbook. New York: Cambridge Book Company, 1983.
Same as Pre-GED series' material; suitable and practical for transitional students.

Bates, LaHoma S. and William H. Crouch. Earth, Science and Ecology. Wilkinsburg, PA: Hayes Publishing Co., Inc., 1973.
Good Earth Science vocabulary; large print-needs to be adapted for adults. Solid foundation in terminology.

Beers, Jim, et al. Reading for Today - A Sequential Program for Adults. Austin, Texas: Steck-Vaughn Company, 1987.
Some very good life skill exercises, however somewhat juvenile in approach.

Bell and Howell Exploring Today. Columbus, Ohio: Charles E. Merrill Publishing Co., 1970.
Interesting stories followed by excellent variety of exercises. Exercises include main idea, dictionary skills, and noting details among others. Very practical, useful material.

Bell and Howell Universal Reading. Columbus, Ohio: Charles E. Merrill Publishing Co., 1967.
Stories are interesting as well as educational; each story followed by wide variety of exercises including main ideas and word study. Practical, usable activities.

Bell, Robert. "Communication Skills." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., 1984.
Proper letter format and proper letter content. Very good activities. Some of the material will need to be adapted for the adult student.

Bell, Robert. "Research Skills." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., 1983.
Variety of usable dictionary skills activities.

Bellafiore, Joseph. English Language Arts Workbook. New York: Amsco School Publications, Inc., 1971.
Adaptable exercises; see "Language Ready."

Bernstein, Vivian. America's Story. Austin, Texas: Steck-Vaughn Company, 1985.
Good overview of American History; good resource material.

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Practical and useful exercises geared to teaching the thought process.

Charuhas, Mary S., et al. Essential Mathematics for Life. (series). Glenview, Illinois: Scott, Foresman and Company, 1985.
Very usable material; excellent transitional text.

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Good guidelines for using the newspaper as a teaching source.

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Adaptable exercises; see "Math Ready."

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Adaptable exercises; see "Math Ready."

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Adaptable exercises; see "Math Ready."

Clung, Margo. "Science Experiments and Nature Studies." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., Inc., 1982.
Excellent exercises for learning basic science terminology.

Coleman, Trudy, et al. Coping With Crisis. (series). Kingston, PA: Luzerne Intermediate Unit 18, 1985.
Good transitional material for evaluating frequent family problems and for finding practical, workable solutions.

Copeman, Kent L., Karen A. Ribarchik, and Maxine H. Strzynski. Spell Better Part Two. Austin, Texas: Steck-Vaughn Company, 1985.
Variety of spelling activities.

Cyzyk, Janet L. Entering The Reader's World. New York: Cambridge Book Company, 1982.
Literacy tool only.

DeCaprio, Annie. Business Spelling. New York: Monarch Press, 1973.
Excellent reference for learning and mastering the basics of spelling.

Earle, Richard A. Teaching Reading and Mathematics. Newark, Delaware: International Reading Association, 1976.
Good information; reading math problems is stressed. Key words for performing math operations presented.

English. Pleasant Gap, PA: Centre County Area Vocational-Technical School.
Good tutor tool that encompasses all the basics; exercises are useful and geared to mastering the basics of grammar and usage.

English Skills C. New York: Harcourt Brace Jovanovich, Inc., 1981.
Adaptable exercises; see "Language Ready."

English Skills E. New York: Harcourt Brace Jovanovich, Inc., 1981.
Adaptable exercises; see "Language Ready."

Evanson, Jane L. From Pictures to Passages. Chicago, Illinois: Contemporary Books, Inc., 1984.
Reading comprehension skill builder; excellent information; good stories and practical exercises.

Falstein, Mark. Basic Map Skills. East Lansing, Michigan: Educational Insights, 1981.
Basic concepts are good; material can be adapted for adults.

Fleming, Lillian J., et al., eds. Building Basic Skills in Mathematics. Chicago, Illinois: Contemporary Books, Inc., 1984.
Excellent transitional material; good concepts; good for building concrete basics in math.

Fleming, Lillian, J., et al., eds. Building Basic Skills in Reading, Book 1, 2. Chicago, Illinois: Contemporary Books, Inc., 1982.
Material effective for strengthening necessary reading skills.

Fleming, Lillian J., et al., eds. Building Basic Skills in Social Studies and Building Basic Skills in Science. Chicago, Illinois: Contemporary Books, Inc., 1982.
Excellent for learning important basic concepts; science is especially good.

Fleming, Lillian J., et al., eds. Building Basic Skills in Writing Book 1, 2. Chicago, Illinois: Contemporary Books, Inc., 1984.
Over simplified but useful for a brief review of basics.

Follett Coping Skills. (series). New York: Cambridge Book Company, 1981.
Some good information; easily adaptable for specific needs.

Follett Success Skills. (series). Chicago, Illinois: Follett Publishing Co., 1982.
Excellent, usable activities especially in Holding a Job and The Language You Speak.

Gawronski, Jane Donnelly. Mastering Computational Skills: A Self-Help Workbook. Glenview, Illinois: Scott, Foresman and Company, 1984.
Good resource books for setting up a sequential math outline and for selecting the appropriate exercises to compliment that outline.

Goldman, Carol. "Current Events." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., Inc., 1986.
Many activities focus on media; wide range thoroughly covering everything from TV to newspaper.

Gottlieb, Joan S. Life-Coping Skills. (series). Austin, Texas: Steck-Vaughn Company, 1983.
Excellent for developing survival skills.

Green, Judith Andrews, et al. Strategies for Success. Reading, Social Studies, Mathematics, Science. Austin, Texas: Steck-Vaughn Company, 1987.
Excellent series; terrific information along with a wide variety of exercises; comprehensive skills.

Harder, Dale. Word Problems 6. Castro Valley, CA: The Wizard, 1981.
Good word problems, need to be adapted; too juvenile in appearance and content.

Henney, R. Lee. Basic Education: Reading. New York: Cambridge Book Company, 1977.
Strong on phonetics and vocabulary; some usable ideas and activities.

Hill, Randal C. Superstars of Movies and TV, Sports, Country, Music Hall of Fame, Soul, Rock. Austin, Texas: Steck-Vaughn Company, 1986.
Good stories; should be selected and used according to students' interest levels.

Holmes, Dick. Mathematics 5 Problem Solving Activities. Palo Alto, CA: Dale Seymour Publications, 198[illegible].
Good word problems; very practical, useful exercises.

Howett, Jerry. Basic Skills with Fractions: A Step-by-Step Approach. New York: Cambridge Book Company, 1980.
Mix of practice problems and word problems, very practical and useful exercises; good for building competency with fractions.

Howett, Jerry. Number Power. Chicago, Illinois: Contemporary Books, Inc., 1982.
Excellent material; practice with the basics plus follow-up exercises solving real-life math problems.

Insights: Reading as Thinking. Watertown, MA: Master Education Corporation, 1987.
Good critical thinking skills, especially making inferences.

Jochen, Albert E. and Benjamin Shapiro. Vocational English - 1 (Revised Edition). New York: Globe Book Company, Inc., 1968.
Adaptable exercises; see "Language Ready."

Johnson, Laura S., ed. Reading and the Adult Learner. Newark, Delaware: International Reading Association, 1980.
Resource information; covers a wide variety of situations in which different social groups may need reading skill development.

Jones, Betty, et al. Language Exercises Revised. (series). Austin, Texas: Steck-Vaughn Company, 1984.
Gray and Red Books - excellent for review of basic English; Pink, Violet, and Orange Books - not applicable.

Kaufmann, Jo. Mastering Grammar, Book 1, 2. New York: Cambridge Book Company, 1985.
Excellent material for the transitional student when reaching ABE level; too complicated for the beginning transitional student.

Kerewsky-Halpern, Barbara. Anthropology-The Story of People. New York: Cambridge Book Company, 1983.
Content OK, but the large print format makes material seem too juvenile for adults.

Kesselman-Turken, Judi and Franklynn Peterson. Spelling Simplified. Chicago, Illinois: Contemporary Books, Inc., 1983.
Good phonetics.

Kesselman-Turken, Judi and Franklynn Peterson. The Vocabulary Builder. Chicago, Illinois: Contemporary Books., Inc., 1982.
Nice variety of exercises for the transitional student.

Kozol, Jonathan. Illiterate America. New York: Anchor Press/Doubleday & Company, Inc., 1985.
Comprehensive presentation of causes of illiteracy and what must be done to correct the problem.

Kreitlow, Burton W. Steps to Learning Book 1, 2. Austin, Texas: Steck-Vaughn Company, 1979.
Perfect for literacy but not for transition.

LaPenta, Marilyn. "Teacher Time Savers." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., Inc., 1983.
Very usable material; some information needs to be adapted to an adult level.

Littell, Joseph F., ed. Basic Skills in English (Book 3). Evanston, Illinois: McDougal, Littell & Company, 1980.
Adaptable exercises; see "Language Ready."

Loban, Walter, et al. Grammar and Writing. New York: Macmillan Publishing Co., Inc., 1981.
Adaptable exercises; see "Language Ready."

Malone, Violet M., ed. Coping (Adult Reading: Comprehension). (Books A-F). Glenview, Illinois: Scott, Foresman and Company, 1982.
Books D, E, F most usable. Material is good and is not presented in a juvenile manner.

Malone, Violet M., ed. Messages (Adult Reading: Comprehension). (Books A-F). Glenview, Illinois: Scott, Foresman and Company, 1982.
Some good information that unfortunately gets lost in the large print format and juvenile appearance.

Maney, Ethel S. and Anne F. Kroehler. New Reading-Thinking Skills. Elizabethtown, PA: Continental Press, Inc., 1962.
Good material for understanding multiple meanings and determining analogous relationships. Large print format.

Maney, Ethel S. Reading-Thinking Skills. Elizabethtown, PA: Continental Press, Inc., 1962.
Excellent variety of exercises and activities, good for analogies, word meanings, and main ideas.

Marston, Elsa. Art in your Hometown. New York: Cambridge Book Company, 1983.
Large print format; juvenile appearance.

McSwain, E.T., et al. Arithmetic 5. New Jersey: Laidlaw Brothers, 1963.
Very excellent material for introducing the basics of geometry; excellent information on all types of graphs and map reading, some material needs to be adapted.

Meltzer, Marilyn. Insurance and Taxes Know-How. New York: Cambridge Book Company, 1987.
Good for learning the basics of insurance and taxes; good vocabulary included.

Meltzer, Marilyn. Living Expenses Know-How. New York: Cambridge Book Company, 1987.
Good for learning the basics of finding housing and being a better shopper; more appropriate for the literacy student.

Merriam, Sharon B. Being Responsive to Adult Learners. Washington, D.C.: Scott, Foresman/AAACE, 1986.
Guidelines for understanding and meeting the needs of the adult learner.

Mitchell, Robert. Number Power: Algebra. Chicago, Illinois: Contemporary Books, Inc., 1983.
Excellent material; provides the fundamentals in algebra without the complication and confusion. Good for the beginning algebra student.

Mitchell, Robert and Donald Prickel. Number Power, Book 4, 5. Chicago, Illinois: Contemporary Books, Inc., 1983.
Excellent material, especially Book 5 (Graphs, Tables, Schedules, and Maps); Geometry fundamentals are presented simply, and the graphs, etc. introduce the student to reading and interpreting this material; great for the transitional student.

Murphy, Corea. Challenger. Syracuse, New York: New Readers Press, 1986.
Lots of vocabulary development and phonics.

Niles, Oliver Stanford, et al. Skills for Reading A, B, D. Glenview, Illinois: Scott, Foresman and Company, 1984.
Very usable material; good concepts and exercises.

Otfinski, Steve. "Reading and Reporting." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., Inc., 1986.
Covers everything from learning to use the library to reading and writing reports. Activities and information perfect for the transitional student.

Otfinski, Steve. "Social Studies." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., Inc., 1985.
Material is highly usable, but large print format and elementary type pictures will require adaptations to appeal to the adult student.

Packard, Mary. "Vocabulary." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., Inc., 1986.
Good vocabulary basics.

Panchyshyn, Robert, Ph.D. and Eula Ewing Monroe, Ed.D. Developing Key Concepts for Solving Word Problems-Book D. New York: Barnell Loft, Ltd., 1986.
Good concepts; good word problems.

Pollock, Thomas Clark, et al. The Macmillan English Series 10. New York: The Macmillan Company, 1961.
Adaptable exercises; see "Language Ready."

Putnam, Mildred. Working With Words (revised) and Working With Word Patterns (revised). Austin, Texas: Steck-Vaughn Company, 1975.
Good for review of basics; more for literacy level.

Rakes, Thomas A., Annie DeCaprio, and J. Ralph Randolph. Living in America. (series). Austin, Texas: Steck-Vaughn Company, 1985.
Excellent series; good basics of history and law, great exercises.

Reid, Patricia, ed. The New GED Tests Overview Viewer's Guide. Chicago, Illinois: Contemporary Books, Inc., 1987.
Adaptable exercises; see "Math Ready."

Root, Jane H. Read On! Basic Reading for Adults and Teens Book 4, 5. Syracuse, New York: Literacy Volunteers of America, 1978.
For literacy, designed to teach reading competence.

Rubin, Betsy. Edge on English: All Spelled Out A, B, C, D. Chicago, Illinois: Contemporary Books, Inc., 1986.
Books A and B - too simplified; Book C - excellent for plurals and prefixes; Book D - excellent for consonants, roots, and suffixes.

Ryan, John J., Ed.D. Developing Key Concepts in Math - E (Level 5) and Developing Key Concepts in Math - F (Level 6). New York: Barnell Loft, Ltd., 1985.
Good concepts.

Schaefer, Jack. Shane. New York: Bantam Books, 1949.
Adaptable exercises; see "Language Ready."

Shehan, Lawrence Philip. English and You. New York: Holt, Rinehart and Winston, Inc., 1962.
Adaptable exercises; see "Language Ready."

Schenk, Brian, ed. Living in the Reader's World. New York: Cambridge Book Company, 1983.
Good survival skills. Too basic for transition.

Schenk, Brian. Mastering Reading Comprehension One and Two. New York: Cambridge Book Company, 1985.
Very excellent, comprehensive exercises; covers all aspects of reading from context clues to comprehension skills. Some exercises, however, may be too difficult for the beginning transitional student.

Schenk, Brian, ed. Snapshots: A Collection of Readings for Adults. New York: Cambridge Book Company, 1984.
Good material; not too complicated or complex; nice variety of questions and activities.

Schwartz, Roberta. "Self-Awareness." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., 1986.
Good activities for evaluating every day life skills.

Seiger, Barbara. Mastering Spelling. New York: Cambridge Book Company, 1985.
Good basics; sections on spelling rules, homonyms, and spelling lists are especially good.

Shattuck, Barbara Nemmers. Get Back to Phonics. Step by Step Publications, 1985.
Directed toward learning phonetic skills to improve spelling and reading; good for literacy.

Shea, James T. Working with Numbers. (series). Austin, Texas: Steck-Vaughn Company, 1980.
Good combination of practice problems and word problems; material presented in an adult manner with concepts that are easy to understand.

Speiser, E. Mildred. Math Skills by Objectives. New York: Cambridge Book Company, 1985.
Real usable material; set-up of the material is absolutely excellent; moves the student from one level to the next when the student is ready; practical exercises.

Steps to Mathematics: Book 1 and Book 2. Steck-Vaughn Editorial Staff. Austin, Texas: Steck-Vaughn Company, 1980.
Suitable for beginning literacy student.

Swinburne, Laurence, John F. Warner and Margaret B. Warner. Mastering Basic Reading Skills. (action series). Austin, Texas: Steck-Vaughn Company, 1985.
Good stories and activities; selections should be used in accordance with the students' interests.

Swinburne, Laurence and John F. Warner. Reading Skills for Adults. Austin, Texas: Steck-Vaughn Company, 1985.
Interesting stories; excellent practical application skills.

Switzer, Stephen E. Mastering Word Problems. St. Louis, MO: McDonald Publishing Co., 1980.
Excellent word problems, especially dealing with fractions, decimals, and percents: ready to use; format geared perfectly for adults.

Sylvester, Diane. "Reading." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., Inc., 1986.
Variety of reading activities that includes all the fundamentals; practical exercises.

Tamarkin, Kenneth. Number Power: Book 6 - Word Problems. Chicago, Illinois: Contemporary Books, Inc., 1983.
Excellent material; written and organized to help the student understand, interpret, and solve word problems. Material is graduated, moving slowly from simple to more complicated problems.

Tempel, A. and Barbara Slater. Grasping Graphs. St. Louis, Missouri: Kids In Between, Inc., 1985.
Adaptable exercises; see "Math Ready."

The 1988 Tests of General Educational Development: A Preview. The GED Testing Service: American Council on Education, 1985.
Preview of the content, format, and scoring of the 1988 GED test.

Thomas, Richard C. Hayes Activities for Vocabulary Building. Wilkinsburg, PA: Hayes School Publishing Co., 1971.
Information valuable for basic vocabulary; large print format.

Tivenan, Bonnie. New Beginnings in Reading. Chicago, Illinois: Contemporary Books, Inc., 1985.
Useful series for literacy.

Townsend, Donna, Linda Ward Beech, and Tara McCarthy. Steck-Vaughn Comprehension Skills: Main Ideas 1, 2; Content 1,2; Conclusion 1, 2; Facts 1, 2; Sequence 1, 2. Austin, Texas: Steck-Vaughn Company, 1987.
Excellent material, good for teaching one concept at a time.

Truitt, Ann. Read Better. Austin, Texas: Steck-Vaughn Company, 1975.
Large print format; content and appearance. Not appropriate for transitional adults.

Tussing, Ann K.U. Breakthrough to Math: Level One. (series). Syracuse, New York: New Readers Press, 1981.
For the student who must begin with the very basics, this series would serve an important purpose. It is, however, a bit juvenile in appearance.

Tussing, Ann K.U. Breakthrough to Math: Level 2. (series). Syracuse, New York: New Readers Press, 1982.
Basics of fractions and percents presented in understandable concepts. Plenty of practice exercises included. Extremely usable material. Some material rather juvenile in appearance.

Tyler, Vicki. Mastering Vocabulary. New York: Cambridge Book Company, 1985.
Good vocabulary exercises; a little too complex, however, for the beginning transitional student.

Warriner, John E. and Francis Griffith. English Grammar and Composition (Fourth Course). New York: Harcourt Brace Jovanovich, Inc., 1977.
Adaptable exercises; see "Language Ready."

Warriner, John E., William Renison, and Francis Griffith. English Grammar and Composition 10. New York: Harcourt, Brace, and World, Inc., 1965.
Adaptable exercises; see "Language Ready."

Warriner, John E., Mary E. Whitten, and Francis Griffith. English Grammar and Composition 9. New York: Harcourt Brace Jovanovich, Inc., 1969.
Adaptable exercises; see "Language Ready."

Wiemann, Mary. "Grammar and Spelling." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., Inc., 1981.
Basics of spelling and grammar presented in an easily understandable manner. Format not adult appropriate.